DOCUMENT RESUME

ED 240 096 SP 023 801

AUTHOR	Hughes, Robert, Jr.; Hukill, Hobart
TITLE	Participant Characteristics, Change, and Outcomes in Preservice Clinical Teacher Education. Clinical Teacher Education -- Preservice Series.
INSTITUTION	Texas Univ., Austin. Research and Development Center for Teacher Education.
REPORT NO	RDCTE-9020
PUB DATE	Jul 82
NOTE	210p.; For related documents, see SP 023 803-806 and SP 023 813.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Attitude Change; *Cooperating Teachers; Higher Education; *Individual Characteristics; Interpersonal Relationship; Measurement Techniques; *Measures (Individuals); Participant Satisfaction; Preservice Teacher Education; Self Concept; *Student Teachers; *Student Teacher Supervisors; Student Teaching

ABSTRACT

A large-scale descriptive study of preservice clinical teacher education was conducted in 2 sites, involving 88 cooperating teachers, 93 student teachers, and 17 university supervisors. This report discusses the perspectives of the participants. Student teachers, cooperating teachers, and university supervisors are discussed in terms of personality characteristics, cognitive characteristics, and professional orientation. Changes in these characteristics and orientations are described, and outcomes of the experience are examined. Relationships among characteristics, change, and outcomes are noted. Results indicated that each of the participants experienced some change over the course of student teaching. Student teachers showed the most change, followed by the cooperating teachers, and then the university supervisors. All experienced some change in terms of their concerns; however, most of the change showed a decrease in concerns. Appendixes include samples of measurement instruments used in the study and tables displaying the data collected. (JD)

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Research and Development Center for Teacher Education
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PARTICIPANT CHARACTERISTICS, CHANGE, AND OUTCOMES IN PRESERVICE CLINICAL TEACHER EDUCATION

Robert Hughes, Jr. and Hobart Hukill

Report No. 9020

This Publication is One of
a Series on
Clinical Teacher Education--Preservice

Gary A. Griffin, Program Director and
Principal Investigator

July 1982

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Preface

There is evidence of a resurgence of interest in teacher education in the United States. This is seen in newspaper features on teacher (and student) competence, magazine articles critical of the quality of schooling, election year rhetoric about state, regional, and local issues, and lay commissions issuing recommendations for increasing the power of teaching and learning situations. The societal interest is mirrored by that of the educational professions. A cursory examination of educational journals reveals concern from teachers, administrators, researchers, and teacher educators about the nature of the teaching force and the potential of that force to make significant differences in the lives of students in classrooms.

The Research in Teacher Education (RITE) program area of the Research and Development Center for Teacher Education at the University of Texas at Austin conducted a large-scale study of preservice clinical teacher education, more commonly known as student teaching, during the Fall and Winter of 1981-1982. This descriptive study was designed to provide a comprehensive picture of the clinical component of the professional education of teachers. Our intent is that this description of what has come to be thought of as the most important part of teacher education will serve two major purposes. First, the findings from the study will provide the first extensive examination of the experience from a variety of perspectives. Second, this description, when mirrored against views of the "ideal" experience will suggest what must be done to improve the experience for its participants and for those students in elementary and secondary schools who, ultimately, are affected by prospective teachers who move through it. This RITE study, then, can help us to know better what _is_ and can help us to plan and test strategies to bring about what _can be_.

This report focusses on the participants in the process of preservice clinical teacher education. (Other reports treat the process itself, the contexts in which student teaching takes place, the interactions of participant, process, and context, and technical issues associated with the conduct of the study.) Our concern here is to describe who is involved in student teaching from a set of complementary perspectives. Student teachers, cooperating teachers, and university supervisors are discussed in terms of personality characteristics, cognitive characteristics, and professional orientations. Changes in these characteristics and orientations are described. Outcomes of the experience are examined. And, importantly, the relation between and among characteristics, change, and outcomes is noted.

This report was written by Robert Hughes, Jr. and Hobart Hukill. The entire RITE study, however, is the product of a research team whose members have worked together creatively, energetically, and enthusiastically throughout what has been an enormously complex experience for all of us. From the designing of the study through data collection in two widely separated cities to data analysis and reporting, the team has maintained intellectual rigor and good humor. A great deal of the credit for what appears in this volume should be extended to Susan Barnes, Heather Carter, Maria Defino, the late Helen Durio, Sara Edwards, Linda Mora, Hugh Munby, and Sharon O'Neal. A lesson learned by all of us who engage in large-scale research is that support staff can add or detract enormously from our efforts. We are grateful to Freddie Green and Vicky Rodgers for levels of competence seldom encountered and for unflagging patience and personal charm throughout.

Finally, the participants in the study who allowed us to become part of their professional lives deserve our unqualified thanks. Cooperating teachers, student teachers, university supervisors, university administrators,

and school system officials were consistently cooperative and unfailingly helpful.

Gary A. Griffin
Principal Investigator

Abstract

A large-scale descriptive study of preservice clinical teacher education was conducted in two sites involving 88 cooperating teachers, 93 student teachers, and 17 university supervisors. This report provides the findings regarding the personal and professional characteristics of the student teachers, cooperating teachers, and university supervisors. The various constructs are discussed as well as their interrelationships. Differences among the sites (State or Metropolitan), samples (general or intensive), and participants (student teacher, cooperating teacher, university supervisor) are examined. Additionally, analyses assessing the degree to which the participants changed are presented. The final section provides information about the interrelationships between the personal characteristics and satisfaction, expectations, and performance ratings. These results are discussed in terms of their implications for both research and practice in terms of clinical teacher education.

TABLE OF CONTENTS

Abstract vii

Preface ix

Introduction 1

Sample Description 2

Construct Validation 3
  Instruments, Their Constructs, and Their Relationships 3
    Empathy Construct Rating Sclae (Empathy) 4
    James Internal-External Locus of Control
      Short Form (Locus of Control) 4
    Different Situations Adaptation Scale (Flexibility). 5
    Educational Preference Scale (Educational Preference) 6
    Teacher Concerns Checklist (Self, Task, Impact) 7
    Self-Perception Inventory--Teacher Form (Self-Esteem) 8
    Paragraph Completion Test (Conceptual Level) 9
    Group Embedded Figures Test (Cognitive Style) 10
    Teacher Work-Life Inventory (Institutional Constraints,
      Rewards, School Norms, Dissatisfaction, Executive
      Responsibilities 10
    Quick Word Test (Vocabulary) 12
    Expectation Scales 13
    Performance Rating Scales 13
    Student Teaching Satisfaction Scale 14

Discussion of the Constructs 15
  Personality Constructs: Empathy, Flexibility 17
  Attitude Constructs: Self-Esteem, Locus of Control 20
  Cognitive Constructs: Conceptual Level, Cognitive Style,
    Vocabulary 28
  The Teachers' Perspective: Educational Preference Scale,
    Teacher Concerns Checklist, Teacher Work-Life Inventory 30

Site, Sample, and Participant Differences 35
  Site Differences 36
    Results 36
    Discussion 39
  Sample Differences 40
    Results 41
    Discussion 42
  Participant Differences 43
    Results 44
    Discussion 46

Table of Contents, continued

Participant Change During Student Teaching 51
  Student Teachers 51
  Cooperating Teachers 53
  University Supervisors 55
  Summary 56

Personal and Professional Characteristics and Outcomes 57
  Student Teachers 58
    Gain Scores 60
    Summary 62
  Cooperating Teachers 62
    Gain Scores 63
    Summary 64
  University Supervisors 65
    Gain Scores 66
    Summary 66

General Discussion 67

Glossary of Abbreviations of the Instruments 73

Reference Notes 75

References 77

Appendix A: Instruments

Appendix B: Tables

Introduction

The Research in Teacher Education (RITE) program area of the Research and Development Center for Teacher Education at The University of Texas at Austin conducted a large-scale descriptive study of preservice clinical teacher education at two sites during the fall semester of the 1981-1982 school year. This multi-method study focused on the personal and professional characteristics of the participants, participant interactions, and clinical contexts. This report is one of a series presenting the findings of the study.

A major focus of research on student teaching has been the personal and professional characteristics of the student teacher (Griffin, Hughes, Barnes, Carter, Defino, & Edwards, Note 1). The present research has expanded this focus to include a broad descriptive picture of the attitudes, personality, and cognitive characteristics of not only the student teacher but also the cooperating teacher and the university supervisor.

This report presents the findings regarding the characteristics of the triad (student teacher, cooperating teacher, and university supervisor) members. The first section is a discussion of the various constructs that were measured and a description of their interrelationships. The second section describes the results of analyses of variance that were used to assess differences due to the site (State (SU) or Metropolitan (MU)[1]), sample (intensive or general), or participant type (university supervisor (US), cooperating teacher (CT), student teacher (ST)). These are followed by analyses assessing the degree to which the participants changed during the semester. The final section provides information about the relationships between the personal characteristics and satisfaction, expectations, and performance ratings.

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[1] Names of institutions and cities have been changed to ensure anonymity.

This report is organized into a series of results and discussion/summary sections. In the results sections the statistical information is provided and in the discussion/summary sections the implications and interpretations of these findings are discussed. Those readers who are more interested in the implications may wish to skip the more technical sections. See Table 1, Appendix B, for a representation of the general design of the study.

Sample Description

The following analyses are based on data collected by the RITE staff in two sites. The first site was State University (SU), a large public university whose student teachers were assigned to schools in a mid-sized urban school district. In this school district data were collected on 43 cooperating teachers, 44 student teachers, and 13 university supervisors. The second site was a large, private university (Metropolitan or MU) located in a large urban center. Data were collected on 45 cooperating teachers, 49 student teachers, and four university supervisors who were assigned to schools in the urban school district. The sample was composed of a general and an intensive group of participants. At each site university supervisors, principals and others were asked to identify 10 effective cooperating teachers. These cooperating teachers (CT) (10 at each site) and the student teachers and university supervisors (US) with whom they worked composed the intensive sample (20 cooperating teachers, 20 student teacher, nine university supervisors). In addition to the data described within this report, the intensive sample participants kept journals, were interviewed and observed and made tape recordings of their conferences. The remaining participants, the general sample, did not keep journals, nor recordings of their conferences, nor were they interviewed or observed. They did, however, complete background questionnaires in addition to the instruments described in this report. All instruments were self-administered.

Construct Validation

Instruments, Their Constructs, and Their Relationships

Three criteria were used in the selection of the instruments used in the present study: demonstrated reliability, indications of validity, and potential for explicating the personal and professional characteristics of the student teaching triad members. (Copies of all of the instruments plus listings of their items by factor where appropriate may be found in Appendix A. See page 73 for a glossary of their abbreviations as used in this report.) The first section provides a description of each instrument, including a brief description of the theoretical construct which its authors purport to measure, information on its development, reliability data, evidence of validity, and significant correlations ($p < .05$) with other instruments used in the present study. (All of the correlations described in the following section regarding each instrument are located in Table 2, Appendix B.)

The second section will examine the theoretical constructs. Construct validation is, of course, a dialectical process. In one sense social science is primarily concerned with construct validation. Certainly when possible it behooves us to examine our premises, i.e., the theoretical constructs underlying the instruments which we use in our research. The present study offered an excellent opportunity to contribute to the construct validation of the instruments used. The method used here involves an analysis of the patterns of correlations among the instruments. The assumption is that the constructs measured by the instruments can be elucidated by examining strengths of their relationships with other constructs. While not multi-method, the analysis does consider multiple traits. The discussions will be framed when possible in terms of convergent and discriminant validity.

Empathy Construct Rating Scale (Empathy). The empathy construct focuses on the helper-client relationship and is defined as follows: "Empathy signifies a central focus and feeling *with* and *in* the client's world. It involves accurate perception of the client's work by the helper, communication of this understanding to the client, and the client's perception of the helper's understanding" (La Monica, 1981, p. 398). The original 84-item scale was developed to measure empathy among nursing and health care professionals (La Monica, 1981). It is a self-report, Likert-response instrument which La Monica validated through Campbell and Fiske's (1959) multitrait-multimethod approach. It was found to have good discriminant validity and high internal consistency (.96), though convergent validity was not apparent (not unusual when measuring one personality construct by different methods and types of response tasks). A shorter, 23-item version (internal consistency coefficient (alpha) = .87) was adapted by the RITE staff from the original for use in the study. In the present study some evidence of convergent validity emerges from the correlations of the shorter empathy scale with James Internal-External Locus of Control Short Form ($r = .25$, $p < .01$), Different Situations Adaptation Scale ($r = .39$, $p < .01$), Self-Perception Inventory ($r = .44$, $p < .05$), Teacher Work-Life Inventory Personal and Professional Rewards Factor ($r = .14$, $p < .05$), Teacher Work-Life Inventory Dissatisfaction Factor ($r = -.14$, $p < .05$).

James Internal-External Locus of Control Short Form (Locus of Control). Rotter (1966) defines locus of control as the degree to which individuals believe that their lives are within their control. The James instrument consists of 11 self-report items in Likert-response format. Robinson and

Shaver (1973) report split-half reliabilities from .84 to .96 and test-retest reliabilities from .71 to .86 in intervals from three months to one year. They also report evidence of concurrent validity, with the James instrument correlating with the Rotter IE Scale at .64, though there is evidence that locus of control instruments differ somewhat in the domains which they measure (Borich & Paver, 1978). Significant correlations were obtained with several instruments used in the present study: Different Situations Adaptation Scale ($r = .31$, $p < .01$), Educational Preference Scale ($r = .16$, $p < .01$), Teacher Concerns Self Factor ($r = -.19$, $p < .01$), Teacher Concerns Task Factor ($r = -.21$, $p < .01$), Self-Perception Inventory - Teacher Form ($r = .16$, $p < .01$), Paragraph Completion Test ($r = .13$, $p < .05$), Embedded Figures ($r = .15$, $p < .05$), TW-LI Institutional Constraints Factor ($r = -.16$, $p < .05$), TW-LI School Norms Factor ($r = -.28$, $p < .01$), TW-LI Dissatisfaction Factor ($r = -.19$, $p < .01$).

Different Situations Adaptation Scale (Flexibility). The flexibility construct measured by this instrument relates to the capacity to change and to tolerate differences in interpersonal, social settings (Hughes, Griffin, & Defino, Note 2). Thus, it contrasts with more cognitive, intrapsychic constructs of flexibility such as Guilford's (1967) divergent thinking or Witkin's (Witkin & Goodenough, Note 3; Witkin, Goodenough, & Oltman, Note 4) cognitive style. Rehfish's (1958) Rigidity Scale was modified by the addition of 26 behaviorally-oriented items. (For example, "Is uncomfortable in situations in which differences of opinion are aired."). These new items were placed in a Likert-response format. The expanded version, retitled the Different Situations Adaptation Scale (Hughes, Griffin, & Defino, Note 2), was pilot-tested with a sample of 63 classroom teachers. Those items with the lowest inter-item and item-scale correlations were removed, resulting in a

17-item instrument (alpha = .89). Convergent and discriminant validity was established using the Campbell and Fiske (1959) multitrait-multimethod design. Further evidence of convergent validity emerges from the present study with the significant correlations of the flexibility scale with the Educational Preference Scale ($r = .27, p < .01$), Self-Perception Inventory - Teacher Form ($r = .35, p < .01$), Paragraph Completion Test ($r = .19, p < .01$), TW-LI Professional Rewards Factor ($r = .16, p < .05$), TW-LI Dissatisfaction Factor ($r = -.17, p < .05$).

Educational Preference Scale (Educational Preference). This instrument measures an individual's position between the philosophical poles of traditionalism and process-centered progressivism. A short story is presented in which a young boy is shown two approaches to education--one traditional, the other process-centered. Both approaches are presented in a positive light. The story is accompanied by 30 opposing pairs of statements about the purposes and roles of students, teachers and learning. Test takers indicate their positions between the bipolar statements via a five point Likert-response mode. Lacefield and Mahan (1980) report internal consistency of .85. High scores on the EPS (process-centered) are negatively correlated (-.34) with high scores on Rokeach's Dogmatism Scale and are positively correlated (.45) with the progressive education end of the Education Scale (Lacefield & Cole, Note 5). Furthermore, the EPS accurately discriminated between four groups of preservice and inservice teachers which were previously determined to range from traditional to progressive (Lacefield & Cole, Note 5). The EPS significantly correlates with the following instruments used in the present study: Empathy Construct Rating Scale ($r = .12, p < .05$), James I-E Locus of Control Short Form ($r = .16, p < .05$), Different Situations

Adaptation Scale ($r = .27$, $p < .01$), Paragraph Completion Test ($r = .24$, $p < .01$), TW-LI School Norms Factor ($r = .16$, $p < .05$).

Teacher Concerns Checklist (Self, Task, Impact). This instrument is based on Fuller's (1969) Concerns Theory which states that initially in their careers teachers are concerned about self protection and consolidation (Self). Later their concerns shift more to the demands of their jobs (Task). Finally, as they mature professionally their concerns focus on the effects of their teaching on students (Impact). The TCC, then, consists of 56 items which are grouped into three factors: (1) Teacher Self-Concerns; (2) Teacher Task Concerns; and, (3) Teacher Impact on Student Learning Concerns. The alpha coefficients are, respectively, .86, .79, .91. Test/retest correlations over a 1-week interval are .87, .80, and .77 for the three factors. Borich and Fuller (Note 6) report some evidence for the developmental nature of the concerns factors. In one study preservice teachers showed significantly more Self concerns (p .001) and significantly fewer Task concerns ($p < .001$) than inservice teachers. Group differences did not occur on the Impact factor perhaps because both groups responded at the high end of the scale. Though Borich and Fuller (Note 6) report moderate independence of the factors in an early form of the TCC (.23 between Self and Task; .45 between Self and Impact; .55 between Task and Impact), the intercorrelations of the factors in the present study are considerably higher (.53 between Self and Task; .72 between Self and Impact; .54 between Task and Impact). The particularly high correlation between Self and Impact ($r = .72$, $p < .01$) casts further doubt on the developmental sequence proposed in Concerns Theory. Other significant correlations between the Teacher Concerns factors and other instruments used in the present study are as follows: Self with James I-E Locus of Control ($r = -.19$, $p < .01$), Self-Perception Inventory - Teacher Form ($r = .19$, $p < .01$), Paragraph Completion Test (r = -.19, p < .01), TW-LI Institutional Constraints (r = .13, p < .05), TW-LI School Norms (r = .51, p < .01), TW-LI Dissatisfaction (r = .34, p < .01), TW-LI Executive Responsibilities (r = .20, p < .01), Quick Word Test (r = -.44, p < .01); Task with James I-E Locus of Control (r = -.21, p < .01), TW-LI Institutional Constraints (r = .40, p < .01), TW-LI School Norms (r = .46, p < .01), TW-LI Dissatisfaction (r = .42, p < .01); Empathy Scale (r = .18, p < .01), Self-Perception Inventory - Teacher Form (r = .30, p < .01), Paragraph Completion Test (r = -.13, p < .01), TW-LI Rewards (r = .26, p < .01), TW-LI School Norms (r = .39, p < .01), TW-LI Dissatisfaction (r = .20, p < .01), TW-LI Executive Responsibilities (r = .29, p < .01), Quick Word Test (r = -.18, p < .01).

Self-Perception Inventory--Teacher Form (Self-Esteem). This instrument measures self-concept as a function of the system of perceptions which a teacher formulates as part of an awareness of himself/herself as a teacher (Soares & Soares, 1980). These perceptions might be generally positive or negative, higher or lower, but are comprised of both positive and negative valences. Thirty-six pairs of dichotomous traits (adjectives) are in a semantic differential, Likert-response format. The 72 traits were selected from lists of personality traits related to teaching that were compiled by six groups: (1) elementary and secondary public school students; (2) student teachers; (3) university supervisors of student teaching; (4) classroom teachers, (5) expert educators; and, (6) personality researchers. The traits were selected on the basis of agreement among the groups, teaching effectiveness research, and subsequent pilot-testing (Soares & Soares, 1980). Test-retest reliability at an interval of four weeks is .89. The authors cite evidence of concurrent validity: SPI with ratings of internship competence (r = .37, p < .01), and predictive validity, with ratings of on-the-job success

($r = .38$, $p < .01$). Alpha computed from the current data is .91 (Griffin, Hughes, Barnes, Defino, Hukill, Munby, O'Neal, Note 7). The SPI also correlates significantly with the following instruments used in the present study: Empathy Construct Rating Scale ($r = .49$, $p < .01$), James I-E Locus of Control ($r = .16$, $p < .05$), Different Situations Adaptation Scale ($r = .35$, $p < .01$), Self ($r = .19$, $p < .01$), Impact ($r = .30$, $p < .01$), TW-LI School Norms ($r = .14$, $p < .05$), TW-LI Executive Responsibilities ($r = .22$, $p < .01$).

Paragraph Completion Test (Conceptual Level). The PCT is a measure of adult development which is based on the Conceptual Systems Theory of Harvey, Hunt, and Schroder (1961). The model was developed in the contexts of staff development, teaching, and counseling and it describes a regular series of stages (conceptual levels) through which adults move. It is assumed that the way in which a person organizes his or her world, not only the physical objects in it, but particularly the interpersonal relationships, determine and reflect the conceptual level of that person. The PCT is designed to tap the ways in which a person organizes his or her interpersonal world and, thus, to show the conceptual level at which the person functions (Schroder, Driver, & Streufert, 1967). The subject is asked to write two or three sentences in response to each of five sentence items. Each item presents either control or constraint ("What I think about rules..."), discrepancy ("When I am criticized..."), or uncertainty ("When I am not sure...") to which most subjects respond with an attempt at resolution. Schroder, et al., (1967) report that such resolution responses result in high inter-rater reliability and construct validity. Item-test correlations range from .57 to .75. Split-half reliability is .70. Intra-rater reliability coefficients of the PCT scoring from the present study range from .90 to .93. The PCT correlates significantly with the following instruments used in the present study: James

I-E Locus of Control ($r = .13$, $p < .05$), Different Situations Adaptation Scale ($r = .19$, $p < .01$), Educational Preference Scale ($r = .24$, $p < .01$), Self ($r = -.19$, $p < .01$), Impact ($r = -.13$, $p < .05$), and TW-LI School Norms ($r = -.18$, $p < .01$).

Group Embedded Figures Test (Cognitive Style). This instrument is one of several developed by Witkin and his associates as a perceptual measure of field dependence-independence, more generally referred to as cognitive style or differentiation (Witkin, Oltman, Raskin, & Karp, 1971). The GEFT is an adaptation of the original EFT which permits more flexible administration. In both versions the subject is presented with a series of complex figures each of which incorporates a simple figure. The subject's task is to identify the incorporated simple figure. The original EFT, requiring individual administration, has been extensively validated (Witkin, et al., 1971). The GEFT which does not require individual administration is closely modeled on the original EFT, with 17 of its 18 complex figures taken from the EFT. (Seven other Gottschaldt figures comprise a warm-up section which is not scored.) The 18 items are divided into comparable sections of nine each. Witkin, et al. report a correlation of .82 between the two sections. Evidence of concurrent validity is provided by correlations of -.82 (males) and -.63 (females) of GEFT with the parent EFT (the correlations should be negative because the EFT is scored in reverse fashion). The GEFT correlates significantly with the following instruments used in the present study: James I-E Locus of Control ($r = .15$, $p < .05$), TW-LI School Norms ($r = -.15$, $p < .05$), Quick Word Test ($r = .27$, $p < .01$).

Teacher Work-Life Inventory (Institutional Constraints, Rewards, School Norms, Dissatisfaction, Executive Responsibilities). This instrument was developed to explore the character of the work-life of teachers and, thus, complement measures of organizational climate (Blumberg & Kleinke, Note 8). The authors point out that there have not been valid and systematic means to inquire into the school as a work environment. Toward that end they began the development of the TW-LI which directly but systematically inquires of teachers about the character of their work place. The authors explicitly state that the TW-LI is a research instrument that may be further refined as it is used in wider contexts. Items were drawn from interviews with teachers and deduced from the concept of the school as a work place. Forty-seven items were chosen for the original TW-LI. Items consisted of a word or phrase: "Tension," "Opportunities for advancement." Subjects were asked to rate each item on a four-point scale as to how sharply each stood out as a descriptor of their work-life from "very sharply" to "not at all." Three hundred eight teachers responded to the original form. A principal components factor analysis was performed, resulting in 13 factors. The items loading on each factor were examined, and those with high loadings on more than one factor were eliminated, reducing the total number of items to 36. A second factor analysis, using the remaining items, resulted in 11 factors. In the present study the RITE project staff performed a factor analysis with the constraint that all factors would have eigenvalues of at least 1.00. This resulted in a more parsimonious and intuitively appealing factor structure of five factors. These have been tentatively labeled as follows (Alpha coefficients are in parentheses): Institutional Constraints (.83), Rewards (.75), School Norms (.71), Dissatisfaction (.76), and Executive Responsibilities (.63). Intercorrelations of the five factors are as follows: Institutional Constraints with Rewards, $r = -.01$, Institutional Constraints with School Norms, $r = .44$ ($p < .01$), Institutional Constraints with Dissatisfaction, $r = .72$ ($p < .01$), Institutional Constraints with Executive Responsibilities, $r =$

.25 ($p < .01$), Rewards with School Norms, $r = .10$, Rewards with Dissatisfaction, $r = .00$, Rewards with Executive Responsibilities, $r = .48$ ($p < .01$), School Norms with Dissatisfaction, $r = .60$ ($p < .01$), School Norms with Executive Responsibilities, $r = .42$ ($p < .01$), Dissatisfaction with Executive Responsibilities, $r = .33$ ($p < .01$).

The following instruments correlate significantly with the indicated Teacher Work-Life Inventory factor: Institutional Constraints with James I-E Locus of Control ($r = .-16$, $p < .05$), Self ($r = .13$, $p < .05$), Task ($r = .40$, $p < .01$); Rewards with Empathy Construct Scale ($r = .14$, $p < .05$), Different Situations Adaptation Scale ($r = .16$, $p < .05$), Impact ($r = .26$, $p < .01$); School Norms with James I-E Locus of Control ($r = -.28$, $p < .01$), Educational Preference Scale ($r = -.16$, $p < .050$, Self ($r = .51$, $p < .01$), Task ($r = .46$, $p < .01$), Impact ($r = .39$, $p < .01$), Self-Perception - Teacher Form Inventory ($r = .14$, $p < .05$), Paragraph Completion Test ($r = -.18$, $p < .01$), Group Embedded Figures Test ($r = -.15$, $p < .05$), Quick Word Test ($r = -.35$, $p < .01$); Dissatisfaction with Empathy Construct Scale ($r = -.14$, $p < .05$), James I-E Locus of Control ($r = .19$, $p < .01$), Different Situations Adaptation Scale ($r = -.17$. $p < .01$), Self ($r = .34$, $p < .01$), Task ($r = .42$, $p < .01$), Impact ($r = .20$, $p < .01$); Executive Responsibilities with Self ($r = .20$, $p < .01$), Impact ($r = .29$, $p < .01$), Self-Perception - Teacher Form Inventory ($r = .22$, $p < .01$).

Quick Word Test (Vocabulary). This instrument assesses vocabulary level for the purpose of quickly estimating mental ability (Borgatta & Corsini, 1960). It is based on the assumption held by psychometricians that the understanding of the meanings of words is the best single indicator of mental ability. The QWT is a 100-item multiple choice vocabulary measure. It has been found to have consistently high reliability (.90's for split-halves and alternate forms), and it correlates (.80's) with the Wechsler Adult Intelligence Scale and with other measures of general mental ability (Groteleuschen & Knox, 1967). The QWT correlates significantly with the following instruments used in the present study: Different Situations Adaptation Scale ($r= .15$, $p < .05$), Self ($r = -.44$, $p < .01$), Impact ($r = -.18$, $p < .01$), Paragraph Completion Test ($r = .23$, $p < .01$), Group Embedded Figures Test ($r = .27$, $p < .01$), TW-LI School Norms ($r = -.35$), $p < .01$).

Expectation Scales. The expectation items were drawn from a content analysis of initial interviews with student teachers, cooperating teachers, and university supervisors that participated in the present study. Items were placed in a 5-point Likert-response format indicating the degree to which the expectations were met, from "Less than I expected" to "More than I expected." The student teacher instrument was comprised of 29 items grouped into four areas: overall orientation, teaching competence, time use, and prior course work. The cooperating teacher instrument was comprised of 17 items grouped into two areas: time use and expectations of the student teacher's performance. The university supervisor's instrument was comprised of 11 items grouped into two areas: time use and general supervision.

Performance Rating Scales. No scales were found specifically relating to the student teaching experience, nor to the triad roles. Therefore, the RITE staff created them de novo. Items for these scales were drawn from a number of sources. The items were behaviorally focused and were generated from research findings on the student teaching experience (Griffin, et al., Note 1), craft knowledge including supervision experience of the RITE staff members and interviews with university supervisors and cooperating teachers. The student teacher performance rating scale also includes items from areas indicated on the university evaluation forms for student teachers. The items were rated on a 5-point Likert-response scales from "Strongly agree" to "Strongly disagree." The performance of each member of the triad was rated by that member as well as by the other two via approximately parallel forms. Internal consistency coefficients for all forms except the University Supervisor Self-Rating Scale ranged from alpha =.82 to alpha = .94 (see Table 3, Appendix B). The internal consistency coefficient of the University Supervisor Self-Rating Scale was alpha = .64. Each triad member was asked to rate the other two members in order to examine the consistency of the ratings from role to role, and, by inference, the commonality of their perspectives on the student teaching experience (see Table 4, Appendix B). Because each university supervisor was assigned to more than one triad, the US's rated only those of their triads that were in the intensive sample, or if none were, then two randomly selected triads. This was done so as not to overburden the US's, yet to maintain a modicum of useful data. This, of course, sharply reduces the n of any intercorrelation involving ratings by US's, and, thus, makes interpretation somewhat more problematic.

It is reassuring to note that CT and US tend to agree on their performance ratings of the ST ($r = .31$, $p < .05$), though the correlation is not extremely high. The ST self ratings seem in greater accord with the ratings by CT's and US's than those of the CT's with those of the US's. The self ratings of the CT's and US's do not seem to correspond with the ratings of each by the other triad members.

Student Teaching Satisfaction Scale. This instrument, as the Performance Rating Scales, was developed de novo by the RITE staff. Items were based on a review of the literature dealing with experiences which are associated with student teacher and teacher satisfaction (Griffin, et al., Note 1), the craft knowledge of the RITE staff and select student teachers, cooperating teachers, principals, and teacher educators. The items were low inference, behaviorally-based statements about the student teaching experience which the student teachers rated in a 5-point Likert-response format from "Strongly Agree" to "Strongly Disagree." Its internal consistency coefficient (alpha) = .88.

Discussion of the Constructs

The present study offers an all-too-rare opportunity to carefully look at patterns of relationships among a number of instruments, some widely used, others newly developed, and by inference, their constructs. Though chosen for their potential to elucidate aspects of the student teaching experience, particularly effects of match or mismatch on personal attributes of the members of the triad (Griffin, et al., Note 1), most of the instruments are generalizable to other research contexts. In order to be of use in a given context, though, the nature of the construct measured must be well understood. Unfortunately, this is the exception rather than the rule (Borich & Madden, 1977). This is due not so much to methodological carelessness on the part of the authors, but, rather to the complex and costly dialectic of construct validation. Though the RITE inquiry was by no means a rigorous multi-trait multi-method validation study (it was not practical to collect data on one person from the other two perspectives, except for Performance Rating Scales), the following discussion will be framed by the complementary concepts of convergent and discriminant validity (Campbell & Fiske, 1959). It is hoped, thereby, that the present study will enrich and refine our understanding of the constructs underlying the instruments used in this study (Table 1).

The heterogeneous nature of the participants in this study presents both advantages and difficulties for the interpretation of the constructs. With regard to instruments whose constructs are broad in scope, convergent correlations with other measures also taken on the heterogeneous sample will help support the generalizability of the construct. However, with regard to constructs which are narrower in scope or which simply have not been well elucidated, the inclusion of those types of respondents (student teachers, classroom teachers, and university supervisors from two separate sites may confound interpretations (see for example, the discussion of possible confounding effects in Hughes, et al., Note 2). However, the increased range of scores expected with the heterogeneous sample, especially on developmental measures, was thought to outweigh possible confounding effects. Thus, the correlations which provide the basis of the following discussion of constructs are derived from responses from the full set of respondents.

Copies of all instruments can be found in the Appendix along with listings of items by factor in the cases of Teacher Concerns Checklist and Teacher Work-Life Inventory. The reader is encouraged to peruse these factor listings for further clarification of the following discussion of the constructs.

A final caution: the following discussion is based on intercorrelations of one set of scores. No causality of one construct over another is intended. At best one can only hope for internal consistency. The intent throughout is to suggest components of constructs which seem to be in common and in a particular pattern. The constraints of discursive language in a structure that considers one construct at a time, though, often belies this intent. From the outset, then, it should be understood that no causality is intended nor implied. All relationships tentatively outlined here are, of course, hypothetical. It is hoped, though, that they are sufficiently interesting and provocative to spur further studies of their validity and of their causal relations as well.

Personality constructs: empathy, flexibility. The Empathy construct measured here seems to be concerned with initiating supportive interpersonal communication. The focus of Empathy is the other person who is in need of affective support. La Monica (1981) developed the instrument initially for use among nursing and health care professionals, people who are in positions of giving help rather than receiving it and who are in positions of authority relative to the recipients. As in Self-Esteem (see below) the generative aspect of interpersonal dynamics seems to be of great importance to Empathy. The significant correlations of Empathy with Locus of Control ($r = .25$, $p < .01$) and Impact ($r = .18$, $p < .01$) tends to bear this out. Unlike Self-Esteem, though, neither concern about the evaluations and actions of significant others toward oneself nor concern about social convention seems to be an important component of Empathy: the correlation with Self is extremely low ($r = .02$) as it is with School Norms ($r = .01$). Consistent with these findings, Empathy seems not to be associated with organizational role as reflected by Executive Responsibilities ($r = .11$). In contrast, Self-Esteem is moderately correlated with Executive Responsibilities ($r = .22$, $p < .01$). However, Empathy's relationship to Impact suggests that position of authority (concern to maintain it?) may play a part.

The strong correlation of Empathy with Flexibility ($r = .39$, $p < .01$) and its low but significant correlation with Educational Preference ($r = .12$, $p < .05$) indicates that an ability and inclination to adjust to individual differences are important components of Empathy. Dissatisfaction is negatively correlated with Empathy ($r = -.14$, $p < .05$), suggesting that negative affect is incompatible with Empathy. Certainly it stands to reason that feelings of failure, boredom, isolation (all items on the Dissatisfaction factor) would interfere with one's ability to be warm, supportive, accepting, and respectful of individual differences (adjectives from the Empathy Construct Rating Scale). Since Empathy appears to be primarily affective, it is not surprising that the correlations of its measure with the cognitive measures are low and nonsignificant: PCT, r = .08; GEFT, r = .11; QWT, r = .08.

Empathy, then, involves a focus on providing affective support to others in distress on a one-to-one basis. While not related to organizational or status concerns, Empathy does seem concerned with accommodating individual differences. With alpha = .87, this shortened form of the original La Monica instrument appears internally reliable. There also seems to be substantial evidence of convergent and discriminant validity.

The Different Situations Adaptation Scale was adapted and validated by the RITE staff (Hughes, et al., Note 2). Evidence of both convergent and discriminant validity emerged from the multi-trait multi-method validation design. Thus, Flexibility as a construct already had strong support before it was measured in the present study. As noted earlier, Flexibility relates to the ability to change and to tolerate differences in social, interpersonal settings. The crucial concept here is adaptation. In contradistinction to Empathy, then, Flexibility is concerned with one's ability to maintain congruence with a changing, perhaps stressful social setting; whereas, Empathy is concerned with providing support to another in distress, perhaps as an expression of authority. Empathy certainly doesn't imply mutual support. It is unidirectional. While both constructs are interpersonally oriented, Flexibility is related to maintaining one's own equanimity and effectiveness in the midst of interactions with different others. Mutuality seems important to Flexibility, but it seems less so for Empathy. This difference in focus between Flexibility and Empathy is well illustrated by the correlation of each with Impact. The correlation of Flexibility with Impact is low and nonsignificant ($r = .10$), but Empathy's correlation is moderate and significant ($r = .18$, $p < .01$). As discussed later under Teacher Concerns, it appears that Self is the complement of Impact, where Self is associated with others' influence on the respondent and Impact is associated with the respondent's unidirectional influence on others. The differential correlations of Flexibility and Empathy with Impact, then, support the claim of differential foci for the two personality constructs.

In another contrast to Empathy we find evidence of a cognitive component of Flexibility. Flexibility correlates significantly with both the PCT ($r = .19$, $p < .01$) and QWT ($r = .15$, $p < .01$), though not with the GEFT ($r = .09$). According to Conceptual Systems Theory (Harvey, et al., 1961), upon which the PCT is based, the degree to which one can accommodate oneself to different individuals in interpersonal contexts reflects the level of integration among one's interpersonal concepts, in short, reflects one's level of conceptual development. The correlation with PCT, then, is consistent with our understanding of the two constructs. The QWT is a measure of verbal facility from which level of general intelligence is inferred. Certainly verbal facility as an aspect of Flexibility poses no contradiction, though the relationship is rather weak. The nonsignificant relationship with the GEFT is also understandable, if we refer to its underlying construct, Cognitive Style (Witkin, et al., 1971). The GEFT measures perceptual field-dependence-independence which has been found to correlate highly with the analytic factor of the Wechsler Adult Intelligence Scale, but not with the verbal-comprehension and attention-concentration factors. Nor is Cognitive Style thought to be systematically related to social adaptation (Witkin, et al., 1971). Later work (Witkin & Goodenough, Note 3; Witkin, Goodenough, & Oltman, Note 4) suggests that, indeed an effectively functioning person should be able to choose whatever Cognitive Style characteristics that are appropriate to a given social milieu. Thus, we would not expect a significant relationship between Flexibility and Cognitive Style. Instead we would expect Flexibility to be related to a construct which involves interpersonal integration as with the PCT.

Educational Preference is rather strongly correlated with Flexibility ($r = .27$, $p < .01$), suggesting that flexibility/rigidity is an important factor in educational philosophy. Consistent with these findings, it appears that negative affect as reflected in Dissatisfaction interferes with maintaining interpersonal adaptability.

In summary, then, Flexibility as measured by the Different Situations Adaptation Scale principally concerns one's ability to accommodate individual differences in interpersonal contexts. Though associated with Empathy, Flexibility seems to have a cognitive component absent from Empathy plus a more multidirectional sense of agency and mutuality. Finally, Flexibility figures prominently as an aspect of educational philosophy and in a sense of fulfillment on the job.

Attitude constructs: self-esteem, locus of control. The Self-Perception Inventory--Teacher Form has been one of the most extensively used of the instruments included in the present study (Soares & Soares, 1980). The very high item-total coefficient (.91) reported in the previous section suggests that the SPI is reliably measuring an empirically coherent construct. It correlates most highly with the two personality measures: Empathy Construct Rating Scale ($r = .49$) and Different Situations Adaptation Scale ($r = .35$). Since both of these measures are interpersonally oriented, we may infer that

Self-Esteem as measured here does have a large interpersonal component. That is, a significant part of Self-Esteem seems to be bound up with interpersonal concerns rather than strictly individualistic self appraisal. Furthermore, these instruments tap the effectiveness or agency that one experiences vis a vis others (Empathy) and vis a vis oneself (Flexibility) in interpersonal contexts. Agency as used here refers to the experience of oneself as the initiator of action, as its source. Agency refers to the generative, initiating aspect of interpersonal dynamics where one acts toward others. This interpersonal component makes sense in that the SPI was designed specifically to measure self-esteem as related to the role of teacher which obviously involves many aspects of interpersonal dynamics. This is even more the case for the members of the student teaching triad who must concern themselves with the interpersonal dynamics between each other as well as the usual teacher-student and teacher-administrator dynamics.

In general, the correlations with Empathy and Flexibility indicate that concern about managing oneself and others in interpersonal contexts is strongly associated with Self-Esteem. The correlation with Empathy suggests that Self-Esteem is associated with the capacity to express warmth and support appropriately for different individuals, especially when they are under stress. The correlation with Flexibility indicates that Self-Esteem is associated with the ability to accommodate oneself to changes in interpersonal patterns; i.e., to be able to adjust oneself to new interpersonal, social realities. From this standpoint, then, SPI scores obtained in the present study might well be interpreted as reflecting the degree of agency experienced in interpersonal interactions in both mutual and non-mutual modes. The low but significant correlation of the SPI with James I-E Locus of Control (.16) underscores this sense of agency. The relatively strong correlations with

Impact (.30) and with Executive Responsibilities (.22) suggest that in addition to an interactive, mutual mode, Self-Esteem is also associated with a more unidirectional mode of interpersonal agency, related to exercise of authority. That is, it appears that the Self-Esteem construct is also related to non-mutual agency where one orders and others obey.

Though not as strongly related as agency, another aspect of interpersonal dynamics related to Self-Esteem appears to be the passive, receptive qualities of interpersonal dynamics where the teacher experiences him or herself as the object of others' evaluations and actions. This is indicated by the low but significant correlations with Self ($r = .19$, $p < .01$) and School Norms ($r = .14$, $p < .05$), both of which concern the influence or power of others over oneself. As will be discussed later, Self may be considered the complement of Impact where Self reflects concerns about others' influence over oneself, and Impact reflects concerns about opportunities to influence others. School Norms also taps the degree to which one experiences oneself as an object of others, but in contradistinction to Self, it is as an object of aggregates of others, i.e., as an object of the social conventions of the school. These two measures, then, reflect concern about the social limits to one's agency, or, more positively stated, one's social-political status.

Based on the intercorrelations found in the present study, the Self-Esteem construct measured by the SPI seems to be associated in decreasing order of strengths with (1) concerns about managing oneself and others interactively in interpersonal contexts, i.e., mutual, multidirectional agency, (2) perceived opportunities to exercise authority, i.e., non-mutual, unidirectional agency, and (3) an awareness of and concern about one's social and political status.

These findings conflict with the relative importance attached to concern over others' evaluations and actions toward oneself in Soares and Soares (1980) social learning model of the self. In discussing the development of the self they list six sources; all but the last of which emphasize the person-as-object of others' actions and evaluations:

> (1) The responses made toward the individual by the people in his (sic)[2] immediate environment who are important to him ;
>
> (2) His perceptions of their behavior relevant to himself as a person;
>
> (3) The internalization of his perceptions into a coherent set of self-views;
>
> (4) The resultant self which he perceives as reflected back into the eyes of those significant others;
>
> (5) The reinforcement of that self as seen by the organizers and by others, and by his view of their concepts of him ;
>
> (6) His responses to the challenges and pressures which he encounters in the normal course of living. (Soares & Soares, 1980, p. 9)

The central role of reinforcement in the maintenance of the self is emphasized:

(1) The concept of self is maintained by an intermittent schedule of reinforcement which made the self highly resistant to extinction.

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[2] In 1974 the Publication Manual of the American Psychological Association suggested that authors "...avoid overuse of the pronoun he when she or they is equally appropriate" (p. 28). Since 1975 the APA has recommended the "Guidelines for Nonsexist Use of Language" prepared by its Task Force on Issues of Sexual Bias in Graduate Education. The APA policy statement on nonsexist language (1977) states that authors "...are expected to avoid writing in a manner that reinforces questionable attitudes and assumptions about people and sex roles" (p. 1).

> (2) The individual is reinforced by:
>
> (a) others who are like him ; (b) others who are important to him emotionally and cognitively; (c) others who are identification models of behavior; and, (d) himself when he selectively, though perhaps unwittingly, chooses those behaviors which "prove" that he is right about himself and others' perceptions of him . (Soares & Soares, 1980, p. 11)

Finally, in their discussion of the basis for an adult's self perceptions, they again exclusively focus on the adult-as-object-of-others:

> In the adult years, the family (both the one he comes from and the new one he acquires), some peers, people important to him in his work environment, and perhaps some of the "giants" in his work world, provide the thrust for continually (though partially) dynamic and multifaceted self perceptions. (Soares & Soares, 1980, p. 12)

At a minimum the findings of the present study suggest that Soares and Soares' self model as applied to teachers is not adequate as a description of the construct reliably measured by their own instrument. It appears from the data presented here that they have focused exclusively on a relatively minor component of Self-Esteem, referred to above as the social and political limits to one's agency, or, one's social-political status. Far more important to Self-Esteem measured here seem to be the generative aspects of interpersonal dynamics, those instances in which the teacher experiences efficacy in managing self and others in interpersonal contexts. It may be argued that the importance of agency in interpersonal contexts rests on the increased opportunities it affords for others to evaluate and respond to the teacher. The data simply do not support this argument. In the first place teachers have very limited contact with any persons who, according to Soares and Soares' description above, are likely to "reinforce" them (Jackson, 1968). (Except for themselves, of course, but the circularity of this argument cautions credulity.) Secondly, neither of the two constructs (Empathy and Flexibility) with which Self-Esteem is most highly correlated and which are concerned with agency in interpersonal contexts are correlated significantly with either Self or School Norms. Finally, Locus of Control, a construct which seems straightforwardly related to a kind of individualistic agency, is negatively and significantly correlated with both Self ($r = -.19$, $p < .01$) and School Norms ($r = -.28$, $p < .01$). Nevertheless, all three instruments are positively and significantly correlated with the self-esteem measure. This pattern of intercorrelations suggests the inadequacy of Soares and Soares self model in describing Self-Esteem as measured by the Self-Perception Inventory--Teacher Form. Indeed, it appears that their description of the construct ignores its most salient component, tentatively labeled here "agency in interpersonal contexts." Not even their own validity data contradict the more comprehensive description of self-esteem suggested here:

> Validity
>
> 1. Concurrent validity--SPI scores and ratings of internship competence: SC_T (.37) - sig. at .01
> 2. Predictive validity--SPI scores and prediction of on-the-job success
>
> SC_T (.38) - sig. at .01 (Soares & Soares, 1980, p. 39)

Teachers' Self-Esteem, then, while certainly grounded in interpersonal dynamics, appears more dependent on the degree to which a teacher influences him or herself and others than on the degree to which others influence the teacher. Though certainly the interaction of both generative and receptive aspects of interpersonal dynamics should be taken account of in describing Self-Esteem.

Thus far, this discussion has centered on evidence of convergent validity for the construct of Self-Esteem. This final section will concern evidence of discriminant validity. Since Self-Esteem seems to be grounded in a teacher's experience of his or her interpersonal relations, measures of more personal, intrapsychic constructs, such as cognition should not be significantly correlated with SPI. This is indeed the case. None of the three cognitively related measures are significantly correlated with SPI. The two cognitive measures whose constructs are clearly independent of interpersonal relations (Group Embedded Figures Test is based on perceptual functions and Quick Work Test is based on vocabulary) have almost no apparent relationship: with GEFT, r = .02; with QWT, r = .03. The SPI correlation with the Paragraph Completion Test is also extremely low (r = .09) though higher than the other two. This is understandable when it is recalled that the PCT measures Conceptual Level by tapping the way in which respondents structure their interpersonal world on several dimensions.

In summary, then, evidence from the present study indicates that the Self-Perception Inventory--Teacher Form is a highly reliable instrument. The underlying construct of Self-Esteem is grounded in interpersonal experiences as the authors of the instrument have indicated. However, the current data suggest that interpersonal skills and opportunities to use them to manage oneself and others are more important to a teacher's self-esteem than others' responses to him or her, although both generative and receptive aspects of interpersonal relations are involved.

Locus of Control concerns the degree to which individuals feel that life is within their control. Two major factors have been found in numerous locus of control scales, including the James Scale which was used in the present study (Robinson & Shaver, 1975): (1) Control Ideology, which refers to the respondent's belief about the extent to which people have control generally, (2) Personal Control, referring to the extent to which the subject believes s/he is in personal control. Two factors concerned with impingement on one's control, Self and School Norms, are negatively correlated with the James Scale ($r = -.19$, $p < .01$; $r = -.28$, $p < .01$, respectively). The James Scale is also negatively correlated with Task ($r = -.21$, $p < .01$), Institutional Constraints ($r = -.16$, $p < .01$), and Dissatisfaction ($r = -.19$, $p < .01$). When considered with the fairly strong correlations obtained with Empathy ($r = .25$, $p < .01$) and Flexibility ($r = .31$, $p < .01$), these patterns support the established understanding of Locus of Control as reviewed by Crandall (in Robinson & Shaver, 1975).

According to his review, Locus of Control has been related to conformity, rioting, and reaction to influence attempts among other phenomena. He concludes that all of the research indicates that "...people are handicapped by external locus of control orientations" (p. 170). Furthermore, he says that over 50% of the locus of control literature indicates that Internals engage in more instrumental goal-directed activity and that Externals manifest more emotional non-goal-directed responses. While related to instrumentality (or agency), though, locus of control seems to have little relation to instrumentality as an exercise of authority. Locus of Control would be better understood as similar to classic individualism, a belief that each person is a free agent and basically equal to any other. The slight, negative correlations with Impact ($r = -.02$) and Executive Responsibilities ($r = -.06$) bear this out.

The relationship of the James Scale with the cognitive measures is somewhat anomalous. While significantly correlated with both PCT ($r = .13$, $p < .05$) and GEFT ($r = .15$, $p < .05$), it is not significantly correlated with QWT ($r = .11$, $p < .05$). Furthermore, the QWT correlates rather strongly with both PCT ($r = .23$, $p < .01$) and GEFT ($r = .27$, $p < .01$), but PCT and GEFT are not significantly correlated ($r = .10$). It is unclear at this point what the nature of these commonalities are. The pattern here indicates that each construct discussed here is comprised of at least two rather distinct components. Beyond this, further speculation seems fruitless. More clear-cut investigations are called for.

Cognitive constructs: conceptual level, cognitive style, vocabulary. Conceptual Systems Theory was initially formulated by Harvey, Hunt, and Schroder (1961). Since then it has been specifically extended to education (Hunt, 1971; Hunt & Joyce, 1967; Hunt & Sullivan, 1974; Oja, Note 9; Santmire, Note 10; Sprinthall & Thies-Sprinthall, Note 11). Conceptual Systems Theory is explicitly developmental, involving the integration of increasingly complex interpersonal concepts. It appears as well that cognitive differentiation in a variety of domains must precede the development of these interpersonal concepts and their integration. Higher conceptual level as measured by the Paragraph Competion Test is associated with more internalization of values and self definition vis a vis cultural norms; i.e., more acceptance of individual differences. Consistent with this aspect of the construct, the PCT is significantly correlated with the Educational Preference Scale ($r = .24$, $p < .01$), the Different Situations Adaptation Scale ($r = .19$ $p < .01$), and the James I-E Locus of Control Short Form ($r = .13$, $p < .05$). PCT is also correlated with the Quick Word Test ($r = .23$, $p < .01$) suggesting that verbal facility is probably an important component as well. The PCT is not, however, significantly correlated with the GEFT (r = .10). The GEFT is a measure of the ability to disembed, yet it is not associated with other classes of cognitive tasks that do not require disembedding, such as those found in the verbal comprehension triad of the Wechsler (Witkin, et al., 1971). Furthermore, Witkin, et al., acknowledge the distinction between cognitive differentiation, which the GEFT taps, and integration which the PCT apparently taps, particularly the organization of interpersonal concepts. The lack of a significant relationship between PCT and GEFT, then, underscores the importance of this theoretical distinction between differentiation and integration. Higher scores on the PCT are associated with more reliance on oneself as referent in interpersonal contexts. The negative correlations of PCT with Self (r = -.19, p < .01), Impact (r = -.13, p < .05), and School Norms (r = -.18, p < .01) bear this out.

The construct of field dependence-independence and, later, cognitive style or differentiation have been extensively studied and refined over the last thirty years (Witkin & Goodenough, Note 3; Witkin, Goodenough, & Oltman, Note 4). Thus, the construct measured by the GEFT has well-established integrity. Though groups of adults and children can be distinguished by their scores on the GEFT, it is conceived of as a stable trait at least after adolescence. In contrast Conceptual Level is explicitly developmental. In appropriate environments adults progress through the conceptual levels, exhibiting qualitatively more complex levels of integration of interpersonal concepts.

Though not significantly correlated with PCT per se, the GEFT pattern of intercorrelations rather closely parallels that of the PCT. The exceptions are those instances where interpersonal dynamics play a role: Flexibility (r = .09), Educational Preference (r = .07), Self (r = -.02), Impact (r = .03).

Thus, in addition to distinguishing cognitive differentiation from integration, these data suggest that differentiation is qualitatively different from the development of integration.

With the exceptions of its nonsignificant correlation with the James Scale ($r = .11$) and its significant correlation with GEFT ($r = .27$, $p < .01$), the pattern of intercorrelations of the QWT parallels that of the PCT in direction and significance. The moderate correlation with the GEFT is unexpected since the EFT, parent of the GEFT, does not have a significant relationship with the Wechsler verbal comprehension triad. Apparently the QWT taps more than verbal comprehension. The QWT requires that the respondent choose the synonym of a given word from a list of four others. Yet, in order to choose correctly, the respondent must "disembed" the appropriate denotation from a misleading lexical field. Often the ambiguity of the item's part of speech contributes to the camouflage, too. That is, the same form of an item may be used as noun or verb (for example, taint, force, crack, angle, cheer, share). Thus, in order to answer correctly, the respondent needs not only denotative knowledge, but needs to be able to analyze the lexical field for the appropriate part of speech as well. This feature in conjunction with its brevity would seem to make the QWT a very useful measure of general intelligence, at least for speakers of standard English.

The teachers' perspective: educational preference scale, teacher concerns checklist, teacher work-life inventory. Consistent with its construct of progressivism/traditionalism in educational settings, the Educational Preference Scale is rather strongly correlated with both the flexibility instrument ($r = .27$, $p < .01$), and the PCT ($r = .24$, $p < .01$). Furthermore, its low but significant correlations with the Empathy scale ($r = .12$, $p < .05$) and the James I-E Locus of Control instrument ($r = .16$, $p < .01$)

suggest that a high score on the EPS (progressive end) is associated with interest in providing affective support and belief in free agency. While instrumentality or agency in interpersonal contexts seems important, as in Flexibility and Empathy, Educational Preference seems not to involve status concerns and is negatively related to the constraints of social convention, all of which is consistent with what one would expect from a progressivism/traditionalism construct. According to Lacefield and Cole (Note 5), the EPS was explicitly developed as a measure of value orientation. Since values and general intelligence are not logically related, the two cognitive measures most associated with general intelligence would not be expected to be significantly related to the EPS. Indeed, this is the case: GEFT (r = .07); QWT (r = .10).

In summary the present study offers further evidence of convergent and discriminant validity for the progressivism/traditionalism construct. The current data suggest that the Educational Preference Scale can be a very useful tool in studies involving the interaction of educational values and other aspects of teaching and educational organizations.

Both the Teacher Concerns Checklist and the Teacher Work-Life Inventory are intended to reflect teacher perceptions of their work places, whether or not the perceptions have objective validity. It can be argued that teachers' perceptions are of primary importance, regardless of validity, because teachers' perceptions of their work places probably affect in numerous ways their instructional practices. Certainly recent staff development literature indicates the importance of considering teacher perceptions per se (Edelfelt, 1981). It would, of course, be instructive to study the relation-ships of teachers' perceptions of their workplaces to objective data regarding organizational characteristics. Among other things such a study would help to identify and verify instances of discrepancy between teachers' perceptions and the realities of their workplaces. This in turn would help clarify areas of focus for preservice and inservice programs. But such a study is beyond the scope of the present effort.

The two measures share much in common, reflected in the pattern of their intercorrelations (Table 1). Both sets of items were generated from in-depth interviews with teachers and student teachers. Respondents to the Teacher Concerns Checklist are asked to indicate the degree of their concern about each item from "Not concerned" to "Extremely concerned;" on the Teacher Work-Life Inventory they respond to each item as standing out "Very sharply for me" to "Not at all." While not synonomous, the responses are very similar. Though the lengths of the two instrument differ (TCC with 56 items, TW-LI with 36), their domains appear to overlap; however, the TCC items are somewhat more detailed.

The most distinctive feature of each is its factor structure, three for the TCC and five for the TW-LI. As mentioned earlier in the description of the TCC, data from the present study show the Self and Impact factors to be highly correlated ($r = .72$, $p < .01$). Examination of the items (see Appendix) suggests that Self and Impact are logical complements, where Self is concerned with influence that others have on oneself and Impact is concerned with influence that one has on others. The data, then, suggest that when one is concerned about one of these factors, one will be concerned about the other. An examination of the items on both factors (see Appendix) reflect concern about people as objects of influence external to themselves. In the case of Self it is concern about the evaluations and actions of significant others toward oneself, over which, it is perceived, one has little or no control; Impact reflects concern about the evaluations and actions of oneself toward others (students) again over which the others have little control. This is borne out by the differential correlations with the James Locus of Control Scale: significantly and moderately negative with Self ($r = -.19$, $p < .01$), yet only slightly negative with Impact ($r = -.02$). Recall that locus of control seems involved with something like classic individualism. A person scoring high on locus of control (internal end) certainly would not be very concerned about significant others' evaluations and actions toward him or herself as something out of his or her control. With a belief about individual personal control, one would logically act toward others in an interactive, subject-to-subject way, rather than in the objectifying, one-way, non-mutual approach indicated by the Impact factor. Thus, we see no significant relationship between locus of control and Impact. Underscoring this explanation, we see that those measures which seem to be most associated with mutual interpersonal accommodation and interactions (viz., flexibility and educational preference) have no significant relationship with either the Self or Impact factors. These findings imply that Self and Impact are associated with a qualitatively different mode of interpersonal dynamics from that associated with flexibility and educational preference. One might say that Self and Impact can be considered objective and subjective factors of an authoritarian mode. Certainly this is speculative, but further investigation with the TCC might very well help elucidate authoritarianism as a factor in the teaching experience.

The relationship of Self and Impact to the cognitive measures is surprising from the standpoint of TCC being a developmental measure. If anything there is negative support for that claim from this quarter. The PCT, an explicitly developmental measure, is significantly but negatively correlated with both factors (Self, $r = -.19$, $p < .01$; Impact, $r = -.13$, $p <$

.05), although Impact is less negatively correlated than Self. Perhaps more unexpected is the very strong negative correlation ($r = -.44$, $p < .01$) of QWT, the measure of general intelligence, with Self. It is also negatively, though moderately, correlated with Impact ($r = -.18$, $p < .01$). When the strong positive correlation of QWT with PCT and its negative correlation with TW-LI School Norms are considered, this seems less surprising. With regard to the GEFT (Self, $r = -.02$; Impact, $r = .03$), it appears that neither Self nor Impact have a significant relation with cognitive style, or differentiation. Referring to the previous discussion of the theoretical distinction between differentiation and integration, there seems to be little logical basis for assuming that Impact has a relation to development as it is commonly conceived. More likely, as mentioned earlier, Self and Impact seem to be better conceived of as objective and subjective aspects of an authoritarian interpersonal mode.

The Task factor, by contrast, seems to be fairly independent of Self ($r = .53$, $p < .01$) and Impact ($r = .54$, $p < .01$), given that they are subscales of the same instrument. Yet, it is only positively related to concern about job stress (TW-LI Institutional Constraints, $r = .40$, $p < .01$), restrictive conventions of the social milieu of school (TW-LI School Norms, $r = .46$, $p < .01$), and general dissatisfaction (TW-LI Dissatisfaction, $r = .42$, $p < .01$); it is negatively related to locus of control ($r = -.21$, $p < .01$). The limited, but strong, correlations are probably an artifact of the high correlations between TW-LI factors: Institutional Constraints with Dissatisfaction, $r = .72$; School Norms with Dissatisfaction, $r = .60$. In addition to the correlations mentioned above, an examination of the items which load on Task (see Appendix) suggest it as a factor of essentially frustrating, negative experiences (viz. "Standards and regulations set for teachers," "Lack of instructional materials," "The routine and inflexibility of the situation," "Feeling under pressure too much of the time."). According to these data if, as Borich and Fuller (Note 6) report, more experienced teachers express significantly more Task concerns than less experienced teachers, it may be taken as a sign of regression rather than development. At the very least, it is a poor commentary on teachers' prospective work-lives.

It appears that the TW-LI factors are strongly correlated. After examining the items which load on each factor, we find that the Dissatisfaction factor shares three of its eight items with Institutional Constraints (Frustrating circumstances, immediacy of demands, conflict); one with School Norms (People as superiors and subordinates); and one with Executive Responsibilities (Dealing with problems). If these common items were deleted and the remainder factor-analyzed as before, it is likely that the Dissatisfaction factor would fall out, leaving four. If the previous analysis of the TCC factors holds, then we would hypothesize a similar factor structure to the TCC: Institutional Constraints (similar to Task), School Norms (similar to Self), Executive Responsibilities (similar to Impact). Rewards might or might not survive as a factor. Certainly it is already strongly correlated with Executive Responsibilities ($r = .48$), suggesting that the Rewards construct may be primarily a reflection of the self-esteem that comes in an authoritarian context from exercise of the authority of one's role. Certainly the need for empirical pursuit of these speculations is obvious.

Site, Sample and Participant Differences

A series of analyses of variance were conducted to assess the differences between the two sites (State University and Metropolitan University), the two samples (general and intensive), and the type of participant (university supervisor, cooperating teacher, student teacher). For those instruments that were given to all participants (US, CT, and ST) at both sites a 2 (State vs. Metropolitan) x 2 (general vs. intensive) x 3 (US vs. CT vs. ST) analysis of variance was used to examine differences within each factor and to examine examine interactions. These analyses were conducted using the following instruments: Teacher Concerns, Flexibility, Locus of Control, Empathy, Self-Esteem, Vocabulary, Teacher Work-Life, Cognitive Style, and Conceptual Level. As there were not equal numbers of participants in each cell a hierarchical ANOVA technique was used and the variables were entered in the following order: site, participant type, sample, interactions. This order was selected because the site was considered the most basic characteristic, followed by the type of role the person played in student teaching (US, CT, or ST), and lastly, sample was simply a function of the study itself.

For those instruments that were only given to certain participants or that were designed for each specific role group (e.g., expectations), then two-way ANOVAs with site and sample were conducted. These were conducted for the following instruments: Expectations, Performance Ratings, and Satisfaction. Again, due to unequal cell sizes, hierarchical analyses were conducted with site entered first, followed by sample, and their interaction.

In the following sections the results of these analyses are presented. When statistically significant effects were found, the means, F-value, degrees of freedom, and p-value are reported. No such information is provided for the non-statistically significant results. (See Tables 5 to 18, Appendix B for statistics related to the following sections.)

Site Differences

Results. The study was conducted in two different locations that were somewhat different in regards to both the training university and the school districts to which the student teachers were assigned. Metropolitan University is a private institution and its students were assigned to schools in a large urban school district. State University is a large public university whose student teachers conducted their training in a medium-sized school district. (See the forthcoming report on context for more information about these two sites). While there were no particular prior theoretical expectations regarding the two locations, it was argued that the types of participants and their experiences might be different in each of these places.

There were few differences between the two sites with regard to the measures of the participants' personality, attitudinal, cognitive, and professional characteristics (Table 5, Appendix B). In regards to their concerns about teaching as measured by the Teacher Concerns Checklist there were differences in terms of the participants' concerns about the tasks of teaching, that is, getting the job done. The participants from the Metropolitan site ($x = 21.17$) were more concerned about these tasks than were the participants ($x = 19.66$) at the State University site ($F(1,173) = 4.72$, $p < .05$). There were no differences between the two sites in regards to concerns about self and their impact on the students. There were also no significant interactions among site factor and either the sample or participant type factors for these concerns variables.

There were relatively few differences between the two sites among the personality variables. While there was no significant main effect for flexibility, there was a significant site by participant interaction ($F(2,171) = 2.99$, $p < .05$). At Metropolitan the cooperating teachers ($x = 73.33$) scored higher on flexibility than the student teachers ($x = 71.12$), while the opposite was the case at State, where student teachers ($x = 74.72$) scored higher on flexibility than the cooperating teachers

($x = 69.70$). At both sites the university supervisors had the highest flexibility scores (Metropolitan $x = 75.75$; State $x = 76.64$). There was also one significant interaction for empathy. Participants in the general sample at both State ($x = 124.90$) and Metropolitan ($x = 124.25$) had roughly equal empathy scores, but among the intensive sample the participants at Metropolitan ($x = 127.24$) had greater empathy scores than those at State ($x = 121.12$; $F(1,174) = 4.00$, $p < .05$). There were no significant differences due to location for locus of control or self-esteem scores.

In terms of educational philosophy there was a significant difference between State and Metropolitan ($F(1,170) = 12.20$, $p < .01$). Participants at State ($x = 102.64$) had higher scores on the EPS (progressive education end) than those participants from the Metropolitan site ($x = 97.06$). For the cognitive measures of cognitive style, vocabulary and conceptual level there were no significant differences due to the site.

Other variables regarding the participants' reactions to the student teaching experiences were also examined regarding site differences (Tables 6-8, Appendix B). For student teachers there were no differences regarding the degree to which their expectations (Table 7, Appendix B) were met for orientation, competence, and their time in the student teaching experience.

For student teachers there were differences between sites in regards to their perceptions of courses ($F(1,80) = 4.68$, $p < .05$). The students at Metropolitan University ($x = 2.21$) rated their courses as more valuable than the student teachers at State University ($x = 2.60$). There were no differences between the two sites in regards to the number of student teachers that expected to enter teaching upon graduation. There were no differences in expectations for either the cooperating teachers or university supervisors at either institution.

In addition to the expectation scales, the participants were also asked to rate themselves and other members of the triad on the performance of their respective roles (Table 8, Appendix B). For the ratings of themselves there was a significant site by participant interaction ($F(2,178) = 3.64$, $p < .05$). Participants at State all rated themselves about the same (CT: $x = 4.51$; ST: $x = 4.42$; US: $x = 4.48$), while at Metropolitan cooperating teachers ($x = 4.48$) and university supervisors ($x = 463$) rated themselves about equally, but student teachers' ($x = 4.30$) ratings of themselves were lower. There were no significant differences between sites in regards to how cooperating teachers and student teachers perceived the university supervisor. Also, cooperating teachers at both locations rated student teachers about the same. However, university supervisors at Metropolitan University rated student teachers ($x = 4.54$) higher than did State University supervisors ($x = 4.00$; $F(1,30) = 4.14$, $p < .05$). There was a similar finding regarding the rating of the cooperating teachers at each site. Student teachers at each location viewed their cooperating teachers about the same, but university supervisors at Metropolitan University rated the cooperating teachers ($x = 4.76$) higher than the supervisors at State University(($x = 3.94$, $F(1,28) = 8.76$, $p < .01$). Student teachers were also asked to rate their satisfaction of student teaching (Table 7, Appendix B). There were no differences between the sites.

Discussion. Across a variety of different variables there were few differences in regards to the site. While the participants originate from quite different universities and school districts, there were few differences on these personality and cognitive measures. This is not particularly surprising since many of these characteristics tend to be considered stable aspects of individuals' lives and not subject to much change. Some of the differences that did emerge may have, however, important implications. The finding that participants in the Metropolitan intensive sample were more empathic than the participants from State suggests that one should look closely at the supervision and personal relationships in these two sites for other aspects of this empathic orientation. Also, the differences in educational philosophy suggest a closer look at what institutional factors may have contributed to this outcome.

While one might hypothesize that expectations, satisfaction and ratings might differ at two different locations, this was not generally the case. Satisfaction with the experience and the degree to which expectations were met appeared to be about the same at both sites. While there were some differences in the ratings this was primarily due to consistently higher ratings of both cooperating and student teachers by the university supervisors at Metropolitan University. This difference may be due in part to the inclusion of some general sample student and cooperating teachers among the State University group, while the university supervisors at Metropolitan only rated intensive sample participants. Since the intensive sample was selected in part by the ratings of the university supervisors on the basis of their effectiveness this may simply be confirming this finding for the university supervisors. In conclusion, there were few differences between the two sites in regards to either personal characteristics of the participants and their perceptions.

Sample Differences

Another factor that was explored in the analyses was differences due to the type of sample. Participants could either be in the general or intensive sample. As described previously the intensive sample was selected on the basis of the effectiveness of the cooperating teacher. Student teachers and university supervisors were included in the intensive sample due to their assignment to work with the cooperating teacher. While the researchers were not aware of any systematic assignment procedures for these students, differences were assessed to determine whether there were any general differences between those participants in the intensive or general samples.

Results. Among the personality, attitudinal, cognitive, and professional measures (Table 5, Appendix B) there was only one significant interaction involving the sample factor. This was the interaction between site and sample on the empathy variable ($F(1,174) = 4.00$, $p < .05$). The interaction indicated that while empathy at the two sites was approximately the same for the general sample (Metropolitan: $x = 124.25$; State: $x = 124.90$), among the intensive sample the Metropolitan participants had higher empathy scores ($x = 127.24$) than the State participants ($x = 121.12$). There were no differences due to the sample for teacher concerns (self, task, impact), flexibility, locus of control, and self-esteem, or educational philosophy. On the cognitive measures there were no sample effects for vocabulary, conceptual level or embedded figures.

Analysis of the expectations data, as measured by the Expectations Scales (Table 7, Appendix B), indicated that there were some differences for student teachers due to sample membership, but this was not the case for cooperating teachers and university supervisors. Student teachers' orientation toward teaching was somewhat different for those in the general and intensive samples ($F(1,80) = 4.41$, $p < .05$). General sample student teachers ($x = 15.00$) were more likely to indicate that their expectations for enjoying teaching were exceeded than were the intensive sample student teachers ($x = 17.11$). This same type of finding also appeared in terms of the student teachers' expectations regarding their competence to teach ($F(1,80) = 4.88$, $p < .05$). General sample student teachers' expectations ($x = 9.98$) were more likely met in terms of competence in the classroom than were intensive sample student teachers ($x = 12.06$). There were no differences for student teachers' expectations about the time spent in conducting student teaching activities, the value of their coursework or their plans to obtain teaching jobs following graduation. For cooperating teachers and university supervisors there were no differences in their expectations due to the sample they were in.

Sample effects were also examined for the ratings of the participants (Table 8, Appendix B). There were no differences between the samples in regards to the participants' ratings of themselves or each other except the university supervisors' rating of the cooperating teachers ($F(1,28) = 5.81$, $p < .05$). Supervisors' ratings of intensive sample cooperating teachers ($x = 4.54$) was higher than for general sample cooperating teachers ($x = 3.61$). There was also a significant interaction between site and sample, but this appears to be an artifact due to the lack of ratings for general sample cooperating teachers by the university supervisors in Metropolitan. Intensive sample Cooperating teachers were given higher ratings in both sites (Metropolitan: $x = 4.76$; State: $x = 4.34$) than the general sample at State ($x = 3.61$). There were also no differences between the levels of satisfaction of the student teachers in the two samples (Table 8, Appendix B).

Discussion. Especially with the different levels of involvement in the study, it might be expected that some major systematic differences might emerge in the two types of samples. In general, however, this was not the case. There were few differences among the personality, cognitive or attitudinal variables to evidence differences. Further examination of the journals, questionnaires, interviews and conferences must be undertaken to identify the consequences of these differences. Perhaps the empathy differences were due to the method of selection of cooperating teachers at

Metropolitan. While the degree to which expectations were met was not affected for the cooperating teachers and university supervisor, there were some differences for student teachers. Student teachers' expectations in regards to their orientation toward teaching and their competence among the intensive sample were more consistent with their expectations while general sample student teachers reported that their expectations were exceeded. Perhaps this was due to the reflection and analysis that was undertaken as a part of the study which may have consistantly reminded these individuals of promises and problems of the experience. Since student teachers are often insulated from many of the chores of teaching, they may develop a somewhat naive and idealistic picture of teaching during student teaching and the intensive sample may have engaged in a slightly more realistic analysis of teaching as a result of the journals, interviews, etc. that were completed as part of the RITE study. The ratings also showed few differences, but the finding that cooperating teachers in the intensive sample were rated more effective by supervisors confirms the initial organization of the study. While in Metropolitan the supervisors who initially identified the sample, also rated the sample, this was not the case at State. The higher ratings by the Metropolitan supervisors of the cooperating teachers tend to confirm the selection procedures of the intensive sample. Also, this was not a general bias toward the intensive sample since university supervisors in neither place made similar distinctions among the student teachers. In conclusion, while some important differences between the samples did exist, the characteristics and perceptions of the participants were not overwhelmingly different.

Participant Differences

Data were collected on three types of participants: student teachers, cooperating teachers, and university supervisors. The role groups differ in the sorts of training and experience and possibly differ in terms of the kinds of basic characteristics they bring to the experience.

Results. In regards to teacher concerns (Table 5, Appendix B) there were significant differences among role groups both for their self concerns (F(2,189) = 13.91, p < .01) and their concerns about teaching tasks (F(2,173) = 3.08, p < .05). As would be predicted by Fuller's (1969) theory, student teachers had much higher self concerns (x = 65.12) than either the cooperating teachers (x = 54.78) or the university supervisors (x = 51.69). Also, as might be expected from the theory, cooperating teachers (x = 2.135) had the highest task concerns, followed by student teachers (x = 19.72), and finally, university supervisors (x = 18.90). There were no differences among any of the groups in regards to their concerns about their impact on students.

Differences were also examined among the various personality measures (Table 5, Appendix B) and there were few differences among the role groups. The only measure to show any difference was flexibility in which there was a significant interaction between participant type and site (F(2,174) = 2.99, p < .05). As was discussed previously, cooperating teachers had higher scores at Metropolitan (x = 73.31) than they did at State (x = 69.70). While the reverse was the case for student teachers, with the State STs (x = 74.72) having higher scores than the Metropolitan student teachers (x = 71.12). The university supervisors' scores were about the same at both Metropolitan (x = 75.75) and State (x = 76.64). There were no differences among role groups on locus of control, empathy, or self-esteem. In all cases the scores were generally high. In regards to philosophy of education one might expect the student teachers to hold more progressive points of view, however, there were no differences among the groups on educational philosophy.

On the cognitive measures there were differences among the role groups. On the Quick Word Test which was a vocabulary measure there were significant differences ($F(2,186) = 45.27$, $p < .01$). Student teachers ($x = 46.98$) had much lower scores than either cooperating teachers ($x = 66.20$) or university supervisor ($x = 70.94$). Also, differences emerged for conceptual level ($F(2,176) = 8.81$, $p < .01$). University supervisors ($x = 1.82$) had the highest conceptual level with cooperating teachers ($x = 1.47$) and student teachers ($x = 1.48$) about the same. There were no significant differences on the embedded figures test.

On the ratings, expectations and satisfaction measures, it was not possible to directly compare groups because each role group had its own role-specific measure. Tables 6, 7, and 8, Appendix B, however, present the means, standard deviations, and ranges of scores on these measures.

The expectations scales ranged from "better than I expected" to "not as well as I expected." Thus, a rating towards the center of the scale represents a match between expectations and the actual experience. As might be hypothesized the mean expectations of the university supervisor and the cooperating teacher were almost exactly in the middle of the scale suggesting that in general the experience was what they had anticipated. For student teachers this was not quite the same. Student teachers generally reported that they had a more positive orientation toward teaching than they expected. That is, they liked the activities of teaching slightly more than they expected ($x = 15.45$; midpoint $= 18.00$). They also reported that they were better able to manage the tasks of teaching than they expected ($x = 10.43$; midpoint $= 15.00$). Thus, they felt they were more competent than they expected. The student teachers also reported that they spent more time ($x = 31.89$; midpoint $= 36.00$) than they expected on student teaching activities.

In general, the expectations of the cooperating teachers and university supervisors were more closely met than the student teachers'.

The participants were also asked to rate themselves in regards to their performance during the semester. There was a significant difference in the ways in which the role groups rated themselves ($F(2,178) = 9.19$, $p < .01$). Across the three role groups cooperating teachers ($x = 4.60$) rated themselves most highly, followed by university supervisors ($x = 4.52$), and student teachers ($x = 4.36$). Also, there was a significant interaction between site and participant type ($F(2,178) = 3.64$, $p < .05$). Cooperating teachers rated themselves more highly at Metropolitan ($x = 4.68$) than at State ($x = 4.51$), while student teachers at Metropolitan ($x = 4.30$) rated themselves more poorly than at State ($x = 4.42$). The Metropolitan university supervisors ($x = 4.63$) rated themselves as more competent than did the State University supervisors ($x = 4.48$).

It is possible to examine the ratings of the different groups of each other (Table 8, Appendix B). University supervisors were rated by the student teachers ($x = 4.01$) and the cooperating teachers ($x = 4.22$), with the CTs giving somewhat higher ratings. Student teachers were rated slightly higher by the university supervisor ($x = 4.12$) than the cooperating teacher ($x = 3.99$). The ratings of the cooperating teachers were about the same by both the university supervisor ($x = 4.18$) and the student teachers ($x = 4.22$).

Tables 6 and 7 also present the satisfaction scores for the student teachers. The mean satisfaction score was generally high ($x = 90.72$) indicating that student teachers were satisfied with the student teaching experience.

Discussion. There were a few but important differences among the student teachers, cooperating teachers and university supervisors. The differences among the concerns of the participants were generally consistent with Fuller's (1969) theory. Student teachers were much more concerned with their personal adequacy in the job than were the cooperating teachers or university supervisors. As Fuller asserted the beginning teacher is preoccupied with him/herself while teachers with more experience generally resolve their concerns and are more concerned with other matters. Concerns with the tasks of teaching were the highest among the cooperating teachers. According to Fuller's theory this is the second level of concern that arises after the resolution of self concerns. These concerns may also be heightened in the student teaching situation for a variety of reasons. The cooperating teacher has increased demands placed on him/herself by the student teacher and the cooperating teacher may be concerned about being able to get the basic teaching tasks accomplished either by her/himself or by the student teacher. One might also expect a heightened concern about the impact of the student teacher on the students by the cooperating teacher, however, this did not appear to occur in most cases.

There were few differences in the personality characteristics and attitudes of the participants. All of the participants reported similar high self-esteem, high empathy, strong internal locus of control and progressive attitudes towards education. The general results suggest that the persons entering teaching are quite similar in terms of these factors. The significant interaction on flexibility suggests that while all groups had generally high flexibility scores there were differences in cooperating teachers and student teachers at each site. Further exploration is needed to determine what institutional or other factors may contribute to these differences. The lack of differences in educational philosophy was somewhat surprising. Other researchers (Mahan & Lacefield, 1978) have generally reported that student teachers and persons in higher education have more progressive orientations than those actually in teaching. The similarity among the views of these three role groups in this sample may lead to fewer conflicts and disagreements as these individuals work in student teaching.

The different cognitive abilities of the groups were especially apparent. The much lower verbal skills of the student teachers than either the cooperating teachers or university supervisors were very clear. Comparison of these scores, with norms from college graduates, based on the scores of 4,495 adults attending evening classes across the country in 1962 (Borgatta & Corsini, 1964), revealed the following percentile ranks for the participants of the present study: student teachers-15th, cooperating teacher-50th, university supervisors-63rd. This evidence suggests that student teachers have weaker verbal skills than teachers already in the field. Other evidence also suggests that student teachers have weaker cognitive skills. In terms of background about 44% of student teachers reported being in the top 10% of their high school classes, while 71% of cooperating teachers and 70% of university supervisors reported being in the top of their classes. Also, university supervisors (47%) and cooperating teachers (21%) reported being members of college honorary societies whereas only 7.5% of the student teachers were in honor societies.

In addition to verbal skills the conceptual levels of the participants were also assessed with the Hunt instrument. While the scores of all the participants were low (CT mean = 1.47; ST mean = 1.43; US mean = 1.82), the university supervisors' scores were significantly higher than either the cooperating teachers' or student teachers' ($F(2,176) = 8.81$, $p < .01$). The cooperating teachers' and student teachers' means fall close together, almost exactly between a Score 1 and a Score 2, while the university supervisors' mean falls close to Score 2. At Score 1 the individual focuses on the standard or rule which defines right from wrong and conformity to it:

> At 1, the person adapts to changes in the environment only by turning to the "rule book" since for him (sic) the "rules of the game" are the game. Such inflexible concreteness, of course, precludes effective adaptation to change. Interpersonal relations occur in a network of role prescriptions without any empathic understanding...He (sic) is highly sensitized to status and authority of other persons but not to their personal characteristics. (Hunt, Greenwood, Noy, & Watson, Note 12, p. 5)

In contrast, Score 2 denotes a transition to self-definition:

> This level shows beginning signs of self-delineation, beginning signs of alternatives, and some indication of sensitivity to one's own feelings. This level differs from 1 Score primarily in the beginning detachment, differentiation of "out there" nature of the response. It differs from the 3 response primarily in the degree to which the responses have been clarified and integrated. (Hunt, Greenwood, Noy, & Watson, Note 12, p. 6)

Thus, both cooperating teachers' and student teachers' means suggest that they are more categorical and less empathic than the university supervisors as a group. The university supervisors' mean indicates that university supervisors are probably in transition toward self definition and sensitivity to personal characteristics.

The comparison of the expectations results suggested that cooperating teachers and university supervisors found the experience generally the same as what they expected. Given the years of experience in similar situations it would be reasonable that the experience matched their expectations. Likewise, it was expected that student teachers' expectations would not match as closely, however, it was also reassuring that student teachers generally found teaching more to their liking and found that they were more competent than they expected, although they found they spent more time in student teaching activities than expected.

The ratings of the participants of one another showed some differences. University supervisors and cooperating teachers rated themselves more highly than student teachers. This rating may reflect greater ability and/or greater confidence in oneself either of which would be reasonable to expect since these two groups have more experience than student teachers. There were slight differences in the ratings of the university supervisor by the student teacher and the cooperating teacher indicating that the cooperating teachers had more favorable perceptions. University supervisors also were more positive about the student teachers than were the cooperating teachers. These slight differences may reflect the various ways in which these individuals carry out their roles in relation to one another.

In conclusion, there were some clear differences among the types of participants, especially in regards to their concerns about teaching and their cognitive abilities. There were also some differences in whether the participants' expectations were met indicating that more experience generally leads to more realistic expectations. Few differences among the participants were found in the personality characteristics. The overall results indicated that there were many ways in which student teachers, cooperating teachers, and university supervisors differ in terms of their personal and professional characteristics, although the magnitude of this change was not larger in some cases.

Participant Change During Student Teaching

Many theorists and investigators of student teaching have suggested that student teachers change during the time they practice teaching. It also has been hypothesized by the current investigators that cooperating teachers and perhaps even university supervisors may change over the course of student teaching. To assess change in each of these groups participants were tested at the beginning, middle, and end of the semester. A series of repeated measures analyses were conducted separately for each participant group (university supervisors, cooperating teachers, and student teachers) on each of the dependent variables. For repeated measures' means and standard deviations see Tables 9-12, Appendix B.

Student Teachers

As student teachers venture into the world of teaching they face many new opportunities and challenges. These experiences may result in numerous changes. According to Fuller's (1969) theory of concern the beginning teacher is initially very concerned about him/herself, but these concerns gradually diminish and are replaced by concerns about teaching tasks and the impact of teaching on the students. The results of this study at least partially support this theory. Concerns about self (Table 11, Appendix B) did decrease over the semester ($F(2,166) = 4.46$, $p < .01$). At the first of the semester ($x = 69.71$) the student teachers expressed the most concern and this decreased slowly at mid-semester ($x = 67.57$) and the end of the semester ($x = 66.13$). There was not, however, any significant change in these student teachers' concerns about tasks or impact (Tables 11 and 12, Appendix B) suggesting that these concerns remained fairly steady throughout the semester. Perhaps the student teachers had not sufficiently resolved their self concerns for these other concerns to emerge, or are "protected" by the cooperating teacher from experiencing the breadth of responsibility in the classroom, or as suggested in the discussion of TCC construct validation, this concerns typology is not developmental in nature.

Research has indicated that student teachers become more conservative in their educational philosophy (Mahan & Lacefield, 1978; Yee, 1967) and perhaps less flexible. The results of the present study (Table 10, Appendix B) indicated that student teachers did become less progressive in their educational philosophy ($F(2,164) = 2.95$, $p < .05$). At the beginning of the semester their scores were 101.28, while they were reduced to 99.07 by mid-semester and 98.63 by the end of the semester. Flexibility on the other hand increased during the semester ($F(2,168) = 5.63$, $p < .01$). Student teachers' scores at the beginning ($x = 71.18$) were lower than at mid-semester ($x = 73.94$) or the end of the semester ($x = 73.94$). The educational philosophy instrument measured attitudes while the flexibility measure (Table 10, Appendix B) focused on behavior. In general it appears that while attitudes are becoming more conservative during student teaching, the social behavior of the student teachers was becoming more varied.

Previous research regarding self-esteem in student teachers has suggested that it decreases during the semester due to the conflict between the desire to establish rapport with the children and role demands of establishing order and discipline in the classroom (Walberg, 1968). Other researchers found the student teachers placed in difficult teaching assignments showed a detriment in self-esteem (Smith & Smith, 1979). In the present study the student teachers were assigned to a variety of schools throughout the school districts. Particularly at Metropolitan University many of the student teachers were placed in schools in lower socioeconomic neighborhoods. In contrast to previous research the results of this study (Table 12, Appendix B) indicated that the student teachers' self-esteem increased during the semester ($F(2,166) = 9.47$, $p < .01$). At the beginning of the semester the mean self-esteem of the student teachers was 123.26; this increased to 125.36 by mid-semester and then 126.79 by the end of the semester. These results indicated that student teachers had more positive feelings about themselves at the end of the semester. Despite previous research findings to the contrary this would seem to be very consistent with Fuller's theory and the finding that concerns about self diminish during student teaching. It would seem that when student teachers gain more confidence in themselves they would have more positive feelings.

The other measures did not show any change during the semester. There were no significant differences from the beginning to end of the semester in terms of empathy or locus of control (Table 7, Appendix B). In both cases the scores were quite high initially and remained about the same throughout the semester. Other than these two constructs there was considerable change in these student teachers during the semester.

Cooperating Teachers

Change was also examined among the cooperating teachers in the study. There is little research to suggest what types of changes may occur in these individuals as there has been little theoretical or empirical work to indicate what may affect the cooperating teacher. Clearly, there are many factors within the school and university context which may affect the cooperating teacher as well as the obvious effect of having a beginning teacher in the classroom that may both stimulate and frustrate the cooperating teacher. As with the student teacher several measures were examined.

In the Stages of Concern model once a teacher resolves his/her concerns about self, there should be an increase in concern about the tasks of teaching and then the impact of the teaching. Also, since most cooperating teachers have a number of years experience there should be little change in self concerns. As predicted by the model there were no significant differences in the cooperating teachers' self concerns during the semester. As indicated previously these self concerns were lower than student teachers in general and showed little evidence of change (Table 11, Appendix B) ranging from a mean of 56.21 at the beginning to 54.77 at the end of the semester. Also, as would be predicted by the theory there was a trend toward decrease in the cooperating teachers' concerns about tasks during the semester ($F(2,164) = 2.63$, $p < .07$). Task (Table 11, Appendix B) concerns at the beginning of the semester ($x = 21.39$) were slightly higher than those at the end of the semester ($x = 20.81$). There was no significant change in their concerns about impact. These results provide little support for the theory that concerns about impact increase.

The pattern of changes in regards to flexibility and educational philosophy (Table 10, Appendix B) was directly parallel to the results of the student teachers. Flexibility increased during the semester ($F(2,164) = 4.39$, $p < .01$) and educational philosophy became less progressive ($F(2,162) = 5.40$, $p < .01$). The means for flexibility were 70.39, 71.58, and 72.65 for the three time periods and the means for educational philosophy were 100.82, 98.39, and 97.94 for the beginning, middle and end of semester periods. In most studies in which only student teachers have been studied, the differences among the student teachers would be attributed to the effects of the cooperating teacher and the so-called "reality" of teaching. However, the parallel change on these measures for both cooperating and student teachers indicates that some other factor (or factors) in the school or university context may exert an influence on both of these individuals.

There were no other significant differences in variables measuring characteristics of cooperating teachers. There were no differences in empathy, locus of control or self-esteem (Table 9 & 12, Appendix B). These characteristics appear very stable across the student teaching experience.

Overall, although there were fewer changes among cooperating teachers than student teachers there were several important changes emphasizing the need for researchers to consider both the CT and ST when examining student teaching. The parallel changes in both the CT and ST suggest the need to look at either reciprocal effects of the CT and ST on one another or external factors that may influence change.

University Supervisors

The member of the triad that has been the most neglected in the student teaching experience is the university supervisor. While this person has been viewed from the role of a supervisor and has often been considered as a more or less unitary influence on student teaching, the persons acting in this role have rarely been studied. The university supervisor role is filled by a variety of individuals ranging from full professor to first year graduate student and with widely varying backgrounds and levels of experience. In the present study these individuals were examined in much the same way as were the other two members of the triad.

The concerns of these individuals were assessed in terms of Fuller's theory. In this case the concerns are about the supervisor's teaching and supervision. Hall and his colleagues (Hall, Wallace, & Dossett, Note 13) have argued that the concerns model applies to many different situations. Again the theory would predict a decrease in self concerns and an increase in task and impact concerns. The findings indicated that there was a decrease in self concerns (F(2,32) = 4.94, $p < .01$), but there was also a decrease in impact concerns (F(2,32) = 3.72, $p < .05$). The means for self concerns were 51.06, 55.29, and 48.71 at the three different time periods (Table 12, Appendix B). The means for impact concerns were 108.71, 108.88, and 101.12 (Table 12, Appendix B). In both cases the decrease came primarily at the end of the semester. Perhaps as the student teachers became more proficient and confident the university supervisor was less concerned with his/her influence and impact on the student teacher.

There were no other significant changes in the attitudes and personality characteristics of the university supervisors (Tables 9 and 12, Appendix B). Their empathy, locus of control, educational philosophy, and self-esteem scores remained fairly constant throughout the semester. Overall, the university supervisors showed the least change during the semester compared to the other two groups.

Summary

The results indicated that each of the participants (university supervisors, cooperating teachers, and student teachers) experienced some change over the course of student teaching. As might be expected the student teachers showed the most change, followed by the cooperating teachers, and then, the university supervisors. All groups experienced some change in terms of their concerns, however, most of the change showed a decrease in concerns. There was no evidence to suggest that task or impact concerns increased. Perhaps this was too short a period of time to find evidence of this type of change, however, the trends were all towards decreasing concerns in all areas. Student teachers' self concerns decreased, cooperating teachers' task concerns decreased and both self and impact concerns were on the decline for university supervisors. These findings may suggest a revision of the concerns theory which might be that all types of concerns decrease with experience. Clearly, further study of these issues is needed.

Another interesting change was the parallel effects noted in student teachers and cooperating teachers in regards to flexibility and educational philosophy. Flexibility increased while the measure of philosophy indicated a more conservative focus over the semester. These changes may reflect both the cooperating and student teachers' adjustment to the practical life of the school day in which one must meet the many demands that occur and yet attempt to maintain educational priorities. Yet it is still unclear why even cooperating teachers with many years of experience would still show these same changes.

In general, these findings provide a broad picture of the types of changes experienced by all members of the student teaching triad. While many of the changes for student teachers were consistent with past research, there is little evidence about whether these changes are similar or different to what other cooperating teachers or university supervisors experience. Much further research is needed to explore all aspects of the growth and development of these individuals as they function in their supervisory roles.

Personal and Professional Characteristics and Outcomes

One of the central questions in this study was the relationship between the professional and personal characteristics of the participants to various types of outcomes. In this section the relationship between personality, attitude, and cognitive measures will be examined in relation to the expectations, satisfaction and performance ratings of each member of the student teaching triad. These relationships were examined in two ways; first, correlations were computed between the entry characteristics of the individuals and the outcomes; second, residual gain scores were computed to assess the degree of change that occurred during the semester and these gain scores were correlated with the outcomes. By looking at the relationships of the entry characteristics with outcomes it is possible to answer the question: Are certain types of people who enter the student teaching experience more likely to experience certain levels of expectations, satisfaction, and performance? The analyses involving the change scores (residuals) and outcomes focus on the question: Are certain types of change related to certain levels of expectations, satisfaction, and performance? Answers to the first question have implications for selection, while answers to the latter question have implications for the training and supervision process. The results of these analyses will be presented for each group: student teachers, cooperating teachers, and university supervisors.

Student Teachers

The correlations between the entry characteristics and the outcomes for the student teachers appear in Table 13, Appendix B. The expectations scale was composed of three scales including the degree to which the expectations were met regarding the student teachers' orientation toward teaching, competence, and time spent in student teaching activities. As one would expect there were negative correlations between the student teachers' entry level concerns and their expectations regarding their orientation to teaching; that is, the higher the initial level of concern the more likely they were to find the teaching tasks more enjoyable than they expected. There were also somewhat similar correlations between self and impact concerns with expectations regarding competence. This indicated that student teachers with high initial concerns found themselves more competent than they expected. Perhaps concern reflects motivation or interest rather than anxiety. There were also significant correlations between expectations about competence, and empathy and self-esteem. That is, those individuals with high empathy and self-esteem were more competent than they expected. In contrast the higher the conceptual level the more likely the student teachers indicated they were less competent than they expected.

There were also significant correlations between entry characteristics and expectations about time. Student teachers with high scores on empathy, flexibility and self-esteem were more likely to indicate that they spent more time on student teaching activities than they had expected.

Another outcome measure was the degree of satisfaction reported by the student teacher. There were positive correlations between satisfaction and the student teachers' initial empathy and impact concerns scores. These correlations indicated that persons with high empathy and impact concerns were more likely to report being satisfied with the experience. Conceptual level again showed a reverse relationship with those having high conceptual level scores being less satisfied with the experience of student teaching.

Three separate performance ratings were gathered in this study. The student teachers were asked to rate themselves and they were also rated by the cooperating teacher and university supervisor. In terms of self ratings, high empathy, flexibility and self-esteem scores were correlated with high ratings of performance. That is, student teachers who rated themselves as having performed well during student teaching also had given themselves high scores on empathy, flexibility and self-esteem. Cooperating teachers gave high performance ratings to student teachers with good verbal skills and high empathy scores. High ratings by university supervisors were given to student teachers with high empathy scores, progressive educational philosophies and high self-esteem scores. In general, it appears that each of the raters was using different criteria for judging the performance of the student teachers.

As one examines the pattern of correlations across all of the outcome measures, empathy emerges as a consistent predictor of the various outcomes. Student teachers who initially rated themselves as highly empathic individuals were given high performance ratings by themselves as well as the cooperating teachers and university supervisors. Empathy was also related to satisfaction and to spending more time than expected and to feeling more confident than expected. Self-esteem was also related to performance ratings by the self and the university supervisor as well as to spending more time than expected and feeling more confident than expected. Other than self-esteem and empathy there were not strong relationships across the outcome variables.

These findings suggest that few of these entry characteristics are strongly related to whether student teachers' expectations were met, whether they were satisfied or whether their performance was rated highly. Only self-esteem and empathy appear to show strong consistent patterns across outcomes. The relationship of teacher concerns and expectations about orientation and competence in teaching was interesting. This relationship of high concerns to finding that teaching was more enjoyable and one was more competent provides support for the validity of these two measures. Also, other than empathy no variables were consistently related to the three different performance ratings indicating that those ratings are based on quite different characteristics.

Gain Scores. In addition to the entry characteristics the changes in personality, attitude and cognitive variables were examined in relation to outcomes. Table 14, Appendix B provides these correlations for the student teachers. A number of changes were correlated with the student teachers' expectations about orientation. For self and impact concerns, an increase in concern over the semester was correlated with having a more positive orientation than expected. That is, despite the fact that teaching was reported as being more likeable than expected, the student teachers report being more concerned about self and impact over the semester. Increases in self-esteem and conceptual level were also related to finding teaching more positive than expected. The only correlation with orientation to run counter to this pattern was the finding that changes in locus of control toward a more internal perspective was related to finding teaching less positive than expected. Changes in conceptual level were also correlated with student teachers' reports that they were more competent than they expected. None of the change scores were correlated with expectations about time spent in student teaching activities.

The student teachers' satisfaction was related to positive changes in flexibility and self-esteem throughout the semester. Also, positive changes in empathy and self-esteem were correlated with high performance ratings by the student teachers of themselves. All three of the correlations involving self-esteem indicated that changes in self-esteem are highly related to liking teaching, being satisfied with the student teaching experience and judging oneself as competent. Positive changes in conceptual level were also related to the student teachers' own performance ratings. The cooperating teachers' ratings were correlated positively with changes in the student teachers' flexibility, empathy and conceptual level. None of the changes were correlated with the rating of the university supervisor.

Considering the broad pattern of relationships changes in self-esteem and conceptual level are related to the most outcome measures. The relationship of increasing self-esteem with positive orientation, satisfaction and performance suggests self-esteem as an important construct for student teachers. While causal relationships cannot be established among these variables, the implication is that the lack of positive changes in self-esteem during student teaching are associated with less positive attitudes about teaching suggesting the need to consider whether behavior differences among these student teachers exists and what factors contribute to improved self-esteem. The link between conceptual level changes and positive ratings of performance by both self and CT suggests the need to examine what factors contribute to growth in conceptual levels during student teaching.

Summary. The overall pattern among student teachers' characteristics in both Tables 13 and 14, Appendix B indicated that these measures do have implications for both selection and supervision in student teaching. Also, the failure to find more positive relationships among variables that have previously been found to be related to teaching must lead both researchers and practitioners to a more careful analysis of the practices of student teaching and the factors that contribute to positive growth in student teachers.

Cooperating Teachers

Little has been written on the selection of cooperating teachers (Brodbelt, 1980). Most of this work has been based primarily on craft knowledge regarding the kinds of persons who will be good at supervising student teachers. As with the student teachers the investigators in this study sought to find out what types of entry characteristics are related to expectations and performance ratings. The correlations of these measures with outcomes are presented in Table 15, Appendix B.

There were no significant correlations between any of the entry variables and the expectations scale. That is, there was no relationship between personality, attitude, and cognitive measures and whether or not the expectations of the cooperating teacher were met.

There were several significant correlations between entry characteristics and the cooperating teachers' own ratings of themselves. Those cooperating teachers who rated themselves highly on performance had initially rated themselves as empathic and having high self-esteem. They also indicated that they had high self, task, and impact concerns. There were no significant relationships between the student teachers' rating and cooperating teachers' characteristics and only one significant correlation involving the university supervisors' ratings. This correlation indicated that high task concern was negatively related to good performance ratings by the US. Clearly, there was little similarity among the pattern of relationships across the different performance ratings.

In general, it appears that few of the cooperating teachers' ratings are related to the set of personality, attitude, and cognitive characteristics attended to in the present study. This suggests that the cooperating teachers' ratings are perhaps more closely tied with specific types of supervisory and teaching behavior than with entry characteristics. Also, as has been noted previously, there was little similarity in the ratings of cooperating teachers by the ST and US. There appears to be little agreement as to actually what the cooperating teachers' behavior looks like.

Gain Scores. The relationship between change among the cooperating teachers and outcomes was also examined (see Table 16, Appendix B). As was the case among the entry characteristics, none of the change scores correlated with the expectations of the cooperating teachers. Several changes were significantly related to the cooperating teachers' performance ratings of him/herself. Positive changes in empathy and self-esteem were correlated with positive ratings of oneself, while changes towards a more progressive philosophy of education were negatively related to good ratings of oneself. Student teachers' ratings of the performance of their cooperating teachers was negatively correlated with increased flexibility and more progressive educational philosophy. The only significant correlation involving university supervisors' ratings indicated that increasing task concerns was negatively related to the performance rating.

Overall, there were relatively few relationships among cooperating teacher changes and their expectations or performance. The most surprising aspect of these results is that several of the correlations seem to be in the opposite direction of what might be intuitively expected. One would expect student teachers to appreciate flexibility and a progressive educational philosophy on the part of their cooperating teachers, however, this was not the case. Perhaps this behavior reflects a relatively unstructured supervision style that student teachers react to negatively. Given their low conceptual level scores, this is understandable. Further exploration is needed to examine this finding. It is somewhat difficult to know how important some of these findings are since there has been little work examining changes in the behavior of cooperating teachers.

Summary. Many of the personality, cognitive and attitude variables showed little relationship to expectations or performance. Regardless of whether entry or change scores were used, there were few consistent predictors across the performance ratings by self, ST and US. Some of the findings suggest that cooperating teachers who view themselves as effective, initially had high levels of concern for self, task, and impact. Again this suggests that these areas of concern often tend to be tied together rather than evidence some sort of differential or developmental profile. Both entry level and positive change in empathy and self-esteem were correlated with self-rated performance suggesting that these represent important criteria in the cooperating teachers' perception of him/herself.

University Supervisors

The entry and gain scores of the university supervisors were also examined. The correlations between the entry characteristics and outcome measures appear in Table 17, Appendix B. There were two significant correlations with expectations indicating a negative correlation between expectations and both locus of control and educational philosophy. Those supervisors with more internal control and progressive educational philosophies were more likely to indicate that they had spent more time than they expected and that they had been less satisfied with the semester. Also, university supervisors with more progressive ratings tended to give themselves lower ratings on performance; however, this was not the case for the student teacher or the cooperating teacher.

Several of the entry characteristics were correlated with the CTs' performance ratings. Both empathy and self-esteem were correlated with ratings by the cooperating teacher. Also, self and impact concerns were related to the performance ratings. Internal locus of control was related to high performance ratings by the student teacher. These correlations provide some indications about the type of individual that is perceived as effective by the cooperating teacher. The empathy and self-esteem correlations suggest that supervisors who are warm, yet confident of themselves, are considered by cooperating teachers as effective. Likewise, these individuals should show a high degree of concern about self and impact perhaps indicating a high degree of interest and investment in the student teaching experience. The small number of significant correlations with self and ST rating make these ratings more difficult to interpret.

Gain Scores. The correlations of the gain scores and the outcome measures appear in Table 18, Appendix B. An increase in concerns about self are related to the university supervisor indicating the he/she spent more time than expected and that the experience went more poorly than expected. The other side of this matter is expressed by the finding that those supervisors who experienced an increase in locus of control indicated that they spent less time and perceived the experience as better than they expected. These findings lend support to the locus of control as an important factor: one would expect that increased sense of personal control would result in decreased anxiety about others' evaluation of oneself (self concerns). What factors contribute to these increases remain to be identified.

There were few significant correlations across the performance ratings. An increase in impact concerns was positively related to performance ratings of oneself, but an increase in conceptual level was negatively correlated with these ratings. Perhaps the increase in conceptual level results in a more critical examination of self. Changes in flexibility were correlated with cooperating teacher ratings and changes in locus of control was related to student teacher ratings. The flexibility change would seem very reasonable as cooperating teachers may find these supervisors easier to work with. The change in locus of control may indirectly improve the experience for the student teacher perhaps by allowing the student teacher more support for their ideas and initiatives.

Summary. These findings provide an initial picture of the kinds of entry characteristics and changes that may be related to expectations and performance ratings of the university supervisor. The most consistent finding seems to be the importance of locus of control to the supervisor's own perception of him/herself. The findings also provide a general picture of the type of supervisor that is rated as effective by the CT, that is, a sensitive, concerned person who is self-confident. These findings may begin to help us understand the role and impact of the university supervisor in student teaching.

General Discussion

This report summarizes a variety of analyses that examined the personality, cognitive, and attitudinal characteristics of each member of the student teaching triad. The results provided information about the strengths and weaknesses of the various measures that were used, the differences among the sites, samples, and participants, and the change that occurred during the semester. Additionally, the relationship between the participant's initial characteristics and change during the semester was examined in relation to expectations, performance ratings and satisfaction.

The student teaching study presented a good opportunity to inquire into the constructs of a number of instruments, some of which have been used widely, and others, more recently developed, less so. As mentioned earlier, each instrument showed high reliability prior to its inclusion in the study. Thus, an essential for construct validity, good reliability, was established initially for all the instruments. A total of ten instruments comprised of 16 separate scales were administered to 198 student teachers, cooperating teachers, and university supervisors. The number of measures used plus the substantial sample size provided an unusual opportunity to examine the patterns of relationship among the instruments, displayed as an intercorrelation matrix (Table 2). These patterns in turn were compared to descriptions of the underlying construct as given by the authors of the instruments. Implied relationships were sought in the data for evidence of convergent and discriminant validity. Anomalous patterns and their significance for refining or revising the construct in question were noted, as well as questions for future research. This approach provides useful validation information, as well as a heuristic for further elucidation of constructs.

There are, however, a number of limitations on the analyses of the constructs. The participants in the study were volunteers, self-selected, rather than randomly selected. This may have introduced systematic bias into the sample which is reflected in the correlation matrix. It is possible, then, that the observed constellation of correlations is idiosyncratic to the sample and not generalizable. On this point alone, then, it is clear that this analysis should be augmented with other studies. Another possible problem to the interpretation is that of spurious significant correlations. Certainly a few might be; however, since the approach taken here is to consider the pattern of a number of correlations and the pattern's relation to a given construct, any single spurious correlation will tend to have less importance in the overall discussion. Moreover, it is unlikely that a number of correlations forming a sensible pattern will all be spurious. Finally, objections may be raised to the consideration of low but significant correlations in the analysis. Once again, though, it must be emphasized that this analysis is concerned with patterns of relationship as much as with the absolute value of any given relationship. Certainly the importance of any correlation less than .20 is arguable. However, these relatively low correlations have not been accorded undue weight in the analysis, and to the extent that further light is shed on a given construct by their consideration, it seems justified. Obviously, many questions have been raised; the heuristic purpose of this analysis has been served thereby. In lieu of further investigation, the suggestions made herein are tentative and open to argument.

Given the above limitations, the current data suggest generally good construct validity for the instruments used. If anything, most of the constructs under consideration appear somewhat broader than originally conceived of by their authors. Constructs such as Empathy, Flexibility, Self-esteem, and Educational Preference seemed to benefit particularly from comparison and contrast with others. The Locus of Control and the cognitive constructs appeared well supported with few embellishments necessary. The patterns of relationship of the Self, Task, and Impact factors of the Teacher Concerns Checklist were the most anomalous vis a vis Concerns Theory. Yet, even here the patterns suggested a set of constructs consistent with the findings. Refactoring of the Teacher Work-Life Inventory seemed in order, with the resultant factor structure hypothesized to be similar to that of the TCC. The TW-LI constructs, then, might correspond with the factor structure of the TCC, though much work remains to establish the links. There seemed to be less evidence for the developmental schema described by Concerns Theory. Another anomaly which should be investigated is the relationship of the locus of control construct to the cognitive constructs.

The constructs as elaborated in this study have most relevance and generalizability to the populations of public school teachers and student teachers. Further research with other populations will certainly help contribute to our understanding of these constructs and the confidence with which we use these instruments. As it stands, though, it appears that their qualified use in educational contexts is meaningful and useful.

In examining the general differences between the sites at State University and Metropolitan University, there were relatively few differences.

That is, all of the participants in each of these settings were quite similar. This, of course, does not indicate that the settings, schools, universities and programs were the same. As will be indicated in the RITE report on "Context" (a separate document in this series) there were numerous differences among the sites themselves. This, however, was not manifested by the participants on many of the variables that were assessed. Additionally, there were few differences between the general and intensive samples. This indicates that these individuals were generally similar. The intensive sample cooperating teachers who were selected for their effectiveness were generally rated as more competent than the general sample. However, given the relatively low level of agreement between the ratings by US's and the ratings by both ST's and CT's (Table 3), the selection of intensive CT's may have been more random than expected, and the subsequent few differences in their ratings, more problematic.

In terms of change during the semester, the general conclusion was that all individuals, even cooperating teachers and university supervisors, evidenced some change during the semester. While student teachers showed the most change, these findings emphasize the need to consider not just the impact of student teaching on the student teacher, but also the impact on the other members of the triad. Much work is needed on the effects of this experience on the cooperating teacher and university supervisor.

Some of the changes that occurred during the semester seem especially notable. There were similar changes among the cooperating teachers and student teachers on flexibility and educational philosophy. During the semester flexibility increased while the educational philosophy of these individuals became more conservative. While these may seem contradictory, it seems that behaviorally the individuals became more flexible but their attitudes became more conservative. The other interesting aspect of this finding is that the findings are parallel for both the CT and ST. This suggests that perhaps some aspect of the school or teaching experience had similar effects on these individuals. All too often changes are only examined among the student teachers and the effects attributed to the cooperating teacher. These parallel changes necessitate a broader look for factors that influence change in student teachers.

Another change that may have important implications for student teaching was the effects on teacher concerns. The self concerns of the student teachers and the teaching task concerns of the cooperating teachers both decreased during the semester. Each of these changes represents an important adjustment to the situation indicating that student teachers acquire more confidence in themselves and cooperating teachers become more confident of their own ability to manage the daily teaching responsibilities. Both of these conditions may represent an important quality of a successful or an effective student teaching experience. Further exploration should be undertaken to identify which factors lead to these types of outcomes.

While there were several differences among the various types of participants (US, CT, and ST), the most dramatic difference was the weaker verbal skills among the student teachers. Other researchers have reported that teachers entering the field are less capable academically and these results tend to confirm this finding. Both university supervisors and cooperating teachers had clearly superior vocabulary skills over the student teachers. In a profession that depends on persons with clear and expressive verbal skills, these findings raise serious questions about the emerging teaching force.

This report also examines the relationship between the initial characteristics and change of the participants to the outcome measures of expectations, performance ratings and satisfaction. One notable finding was the role of the student teachers' empathy in predicting high scores on the outcome measures. This suggests that the student teachers' sensitivity to others lead to positive experiences in student teaching. This seems to be the most consistent predictor and suggests that more attention may need to be directed toward the interpersonal aspects of the student teaching experience.

Across all outcomes the entry characteristics were generally more predictive of the student teachers' outcomes than the outcomes for the cooperating teachers or university supervisors. Perhaps specific incidents and experiences within the student teaching experience were more important to the success of the cooperating teachers and university supervisors, while the personal characteristics were more crucial to the neophyte student teacher. As mentioned earlier much more study of the CT and US is needed to answer these questions definitively.

In summary, this report provides a variety of analyses of the characteristics of the persons involved in the student teaching experience. While much information has been provided about the experience, many questions remain. While programs and settings contribute much to the quality of the student teaching experience, the main focus of teacher preparation must inevitably center on the participants, that is, the student teacher, cooperating teacher, and university supervisors that both affect and are affected by their participation in student teaching.

Glossary of Abbreviations of the Instruments Used in the Student Teaching Study

DSAS - Different Situations Adaptation Scale (Flexibility)

ECRS - Empathy Construct Rating Scale (Empathy)

EPS - Educational Preference Scale (Educational Preference)

GEFT - Group Embedded Figures Test (Cognitive Style)

JI-ELC - James Internal-External Locus of Control Short Form (Locus of Control)

PCT - Paragraph Completion Test (Conceptual Level)

QWT - Quick Word Test (Vocabulary)

SPI - Self-Perception Inventory--Teacher Form (Self-Esteem)

TCC - Teacher Concerns Checklist (Self, Task, Impact)

TW-LI - Teacher Work-Life Inventory (Institutional Constraints, Rewards, School Norms, Dissatisfaction, Executive Responsibilities)

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Appendix A: Instruments

Empathy Construct Rating Scale (Empathy)

James Internal-External Locus of Control Short Form (Locus of Control

Different Situations Adaptation Scale (Flexibility)

Educational Preference Scale (Educational Preference)

Teacher Concerns Checklist (Self, Task, Impact)

Self-Perception Inventory--Teacher Form (Self-Esteem)

Paragraph Completion Test (Conceptual Level)

Group Embedded Figures Test (Cognitive Style)

Teacher Work-Life Inventory (Institutional Constraints, Rewards, School Norms, Dissatisfaction, Executive Responsibilities)

Quick Word Test (Vocabulary)

Expectation Scales
- ST Expectations
- CT Expectations
- US Expectations

Performance Rating Scales
- ST by CT and US (II)
- ST by Self (III)
- CT by ST (I)
- CT by US (II)
- CT by Self (III)
- US by ST (I)
- US by CT (II)
- US by Self (III)

Student Teaching Satisfaction Scale

Date ____________________

This instrument contains 23 items that describe a way that a person may feel about another or act toward someone. Your task is to read each statement and decide the degree to which you perceive yourself, as like or unlike the statement. You are asked to please give an honest opinion on every statement according to the following scale:

Extremely unlike - 1
Moderately unlike - 2
Unlike - 3
Like - 4
Moderately like - 5
Extremely like - 6

Please read each statement carefully and completely. Circle one response for each item.

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No.	Items	Extremely Unlike	Moderately Unlike	Unlike	Like	Moderately Like	Extremely Like
1.	Cannot accept individual differences.	1	2	3	4	5	6
2.	Does not respect individual differences.	1	2	3	4	5	6
3.	Helps a person realize that options are available.	1	2	3	4	5	6
4.	Is not concerned with the feelings of others.	1	2	3	4	5	6
5.	Does not appreciate individual differences.	1	2	3	4	5	6
6.	Is responsive to the needs of the whole person.	1	2	3	4	5	6
7.	Offers no support to others.	1	2	3	4	5	6
8.	Treats other people as if they were objects.	1	2	3	4	5	6
9.	Seems inconsiderate of other people's feelings.	1	2	3	4	5	6
10.	Has no respect for the opinions of others.	1	2	3	4	5	6
11.	Shows no sympathy for others during a crisis or stressful situation.	1	2	3	4	5	6
12.	Never even tries to comprehend another person's situation.	1	2	3	4	5	6
13.	Seems hostile rather than sympathetic when another person is in a trying situation.	1	2	3	4	5	6
14.	Feels that opinions and values of others should be respected.	1	2	3	4	5	6
15.	Is uncooperative.	1	2	3	4	5	6
16.	Makes time in a busy work schedule to talk to someone who is upset.	1	2	3	4	5	6

No.	Items	Extremely Unlike	Moderately Unlike	Unlike	Like	Moderately Like	Extremely Like
17.	Listens thoughtfully and patiently to another.	1	2	3	4	5	6
18.	Shows consideration for a person's feelings and reactions.	1	2	3	4	5	6
19.	Does not seem to accept responsibility for his/her actions toward others.	1	2	3	4	5	6
20.	Reaches out and touches another person in a soothing manner when it seems right.	1	2	3	4	5	6
21.	Gives genuine consolation, advice, assistance, and support.	1	2	3	4	5	6
22.	Is kind, positive, warm, and accepting of others.	1	2	3	4	5	6
23.	Respects the values of others.	1	2	3	4	5	6

JAMES' INTERNAL-EXTERNAL
LOCUS OF CONTROL SCALE

Short Form

Below are a number of statements about various topics. They have been collected from different groups of people and represent a variety of opinions. There are no right or wrong answers to this questionnaire; for every statement there are large numbers of people who agree and disagree. Please indicate whether you agree or disagree with each statement as follows:

Circle SA if you strongly agree
Circle A if you agree.
Circle D if you disagree
Circle SD if you strongly disagree

Please read each item carefully and be sure that you indicate the response which most closely corresponds to the way which you personally feel.

1. Many times I feel that we might just as well make many of our decisions by flipping a coin.

   SA A D SD

2. Getting a job seems to be largely a matter of being lucky enough to be in the right place at the right time.

   SA A D SD

3. It is difficult for ordinary people to have much control over what politicians do in office.

   SA A D SD

4. It isn't wise to plan too far ahead because most things turn out to be a matter of good or bad fortune anyhow.

   SA A D SD

5. When things are going well for me I consider it due to a run of good luck.

   SA A D SD

6. I have usually found that what is going to happen will happen, regardless of my actions.

   SA A D SD

7. Success is mostly a matter of getting good breaks.

   SA A D SD

PLEASE TURN OVER

8. There's not much use in worrying about things...what will be, will be.

   SA A D SD

9. Success in dealing with people seems to be more a matter of the other person's moods and feelings at the time rather than one's own actions.

   SA A D SD

10. I think that life is mostly a gamble.

   SA A D SD

11. Many times I feel that I have little influence over the things that happen to me.

   SA A D SD

NAME ______________________

DIFFERENT SITUATIONS ADAPTATION SCALE

This questionnaire is concerned with how people adapt to different situations. There is no correct or best answer. Please read each statement and decide whether the behavior is similar or dissimilar to yours. Read each statement carefully, and circle the number that best represents your opinion. In making your responses to each statement, use the following scale to represent your answer.

Very dissimilar to me - 1
Moderately dissimilar to me - 2
Somewhat dissimilar to me - 3
Somewhat similar to me - 4
Moderately similar to me - 5
Very similar to me - 6

PLEASE TURN OVER

Items	Very dissimilar	Moderately dissimilar	Somewhat dissimilar	Somewhat similar	Moderately similar	Very similar
1. Is quiet around strangers.	1	2	3	4	5	6
2. Has difficulty initiating conversations.	1	2	3	4	5	6
3. Has difficulty being at ease with new people.	1	2	3	4	5	6
4. Is nervous at meeting new people.	1	2	3	4	5	6
5. Is uncomfortable in formal social settings.	1	2	3	4	5	6
6. Takes active part in entertaining others in social settings.	1	2	3	4	5	6
7. Is a good story-teller.	1	2	3	4	5	6
8. Is embarrassed around people not well-known.	1	2	3	4	5	6
9. Is bothered when something unexpected occurs.	1	2	3	4	5	6
10. Does not want to begin a project unless end results are known.	1	2	3	4	5	6
11. Has difficulty setting aside a task once it is begun.	1	2	3	4	5	6
12. Does not like uncertain or unpredictable things.	1	2	3	4	5	6
13. Has stereotypical views of men and women.	1	2	3	4	5	6
14. Is uncomfortable unless dressed like others.	1	2	3	4	5	6
15. Avoids trouble at all costs.	1	2	3	4	5	6
16. Likes to do things the same way all the time.	1	2	3	4	5	6
17. Is uncomfortable in situations in which differences of opinion are aired.	1	2	3	4	5	6

THE EDUCATIONAL PREFERENCE SCALE

Developed
by

Warren E. Lacefield and Henry P. Cole
College of Education
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General Instructions

This scale has been developed to measure preferences for various types of education held by groups of parents, educators, curriculum developers and other persons. You have been asked to complete this scale as a representative member of one group. The information from your scale will be used to help develop procedures for matching existing educational methods and programs to the preferences of teachers, administrators, parents, and students.

It should take you only a few minutes to complete the scale. Most persons enjoy the experience.

Please read the following story.

PLEASE TURN OVER

Ally and the Genie

Once upon a time there was a little boy named Ally who loved to explore the great forest near his home. One day in the forest Ally found a dirty old lamp under a log. He was cleanning it with his shirttail when, suddenly, out of the lamp came a large dark cloud which turned into a very big and smilling man.

"Behold," said the man, "I am the genie of the magic lamp and am very happy to have been set free. For your good service, little boy, I will grant you two wishes!"

Although very surprised, Ally knew about genies and so he thought very hard.

"I am only a small boy and I need help to make the best wishes. Can you help me, Genie?"

"Yes," said the genie, "I can show you many things, but I can't influence your decisions. You may use this request as your first wish. Then you will have one wish left after my help. Perhaps then it will be a good wish."

"I want to be a great man, Genie, and all great men are very wise. So I will wish for wisdom. But perhaps some ways to acquire wisdom are better than others. Genie, my first wish is that you show me the different paths to wisdom. Then I can choose the best path as my second wish."

"That is a very good wish, young fellow," said the genie. "I will show you two paths, but you yourself must see and choose."

And no sooner said than done, a dark cloud enveloped the little boy and the genie. Then came a great wind; and, as the cloud blew away, Ally found himself in a strange and unusual place, the like of which he had never seen before.

He turned questioningly to the genie and was told, "Here is a place where children come every day to acquire wisdom. You and I are invisible and can walk around and observe for as long as we like. Go now, and when you have seen your fill, return here to me."

Whereupon the wide-eyed little boy began to look around. It was a beautiful day, the sun warm and bright, the grass and trees green and alive, and the air fresh and fragrant. Directly in front of him was a large and impressive building shaped like a huge cube and completely covered all around with a shining blue metal. There were no windows of any kind and only one wide door atop a large, white stone stairway on one side of the building. Ally was amazed by such a magnificent place to acquire wisdom and greatness.

Hearing voices and laughter, Ally noticed groups of children very much like himself approaching the building from all around. Remembering that he was invisible, Ally only watched and waited. As they neared the big door, the groups became much quieter and more serious looking. Certainly these dedicated children were on their way to acquire wisdom. Joining a group, Ally followed them into the great building.

The inside of the building was equally surprising and equally different from anything Ally had ever imagined. First, it was much cooler inside than it had been out of doors and very much quieter. There were no shadows, and everywhere seemed to be filled with a cool, white light emanating from the walls and ceiling. Ally found himself in a long hallway surrounded by quiet, hurrying children who were disappearing right and left into doors on either side of the corridor. Standing by each door was a grownup person who smiled at each child as he ducked through a doorway. These grownups were very wise and serious looking, and Ally felt awed in the presence of such obviously powerful and wise people.

Remembering he could not be seen, Ally followed some children into one of the rooms, very curious about what was happening. Inside were rows and rows of small children-sized desks, and every child seemed to know just which one was his. Soon the grownup lady closed the door and sat at her large desk in front. Everyone was quiet. Once seated she began to call every child by name and make marks in a book. Ally stood in a corner for there were no empty desks anywhere in the room. Soon the lady began to tell a wonderful story about a very important man who lived long ago. At first Ally listened very closely, hoping to acquire some wisdom himself; but the lady continued to talk about the man, what he had done, where he had lived and how he had looked and felt. As much as he wanted to learn more about this great man, Ally also wanted to see what was going on in the many other interesting rooms.

Leaving the room with the lady talking about the great man, he went down the corridor and into a second room. In this room the children were learning how to paint. Each child had a picture on the table before him and was copying it free hand on drawing paper. Ally looked at everyone's work and marvelled at what good artists they must be. One child had drawn a clever and funny picture that was very different from the one in front of him. As Ally watched, the grownup man, who Ally knew must be a very great artist and teacher, came over to comment on the child's funny picture. The teacher helped the child saying, "Let me show you how to make the picture like the other children so that you can learn the technique of a great artist."

Ally visited one room after another in this great place of wisdom. Everywhere he saw how quiet, happy and busy the children were; how impressive, knowledgeable, kind and sure the grownup teachers were; how carefully knowledge was passed on to the children: and, finally, how sure and well organized was this path toward wisdom. At last a bell rang somewhere, and all the children began to leave the building. Ally was tired after his long and exciting visit and went outdoors to find the genie.

PLEASE TURN OVER

Outside the sun was setting and the day drawing toward its close. As the children left the building, they joined into groups laughing and running, just as they had in the morning when he had first noticed them. The genie was precisely where Ally had left him and Ally wondered if the genie's day had been as fascinating and exciting as his.

The genie said, "It has been a long day, Ally, and you are tired. We will go home now. Today you have seen one of the paths to wisdom. Tomorrow you'll see another." With that the genie waved his arms. The cloud formed around them once more, and they were whisked home by the wind.

The next day Ally and the genie met again in the woods.

"Today, Ally," said the genie, "you will see another path to wisdom. Give it the same careful attention as you have the first one so you can choose freely and rightly."

"All right," said Ally, and immediately they were carried away by the wind and the cloud.

Again Ally found himself in an equally strange and unusual place. Receiving the same instructions from the genie, he set out to see and learn as much as he could about this second path. To be sure, it was hard for Ally to imagine any greater a path toward wisdom than the one he had seen the previous day. Looking about, he found himself again to be in a bright, cheerful, sunny place with trees, grass, and birds, and many happy, noisy children all around.

Once again there was a building every bit as strange as the previous one. This time the building was low and flat and spread out with many gardens and paths. It was a beautiful building, designed to blend with the natural setting and made mostly of glass and metal. There were many children about, some entering or leaving the building through many doors; but most were in small groups scattered about. There were a few casually dressed grownups outside as well, some talking with each other, others at the center of some of the children's groups, laughing, talking, and waving their hands about in the air.

Ally approached one of these groups and listened to a lady telling the children a wonderful story about a great city called Rome, and the fantastic things that went on there. She was interrupted many times by children's eager questions; but often another child would shout out what he thought could be the answer, and all would laugh as the story got under way again.

Soon the story ended and Ally wandered into the beautiful building. A soft, warm light filled the halls; and quiet music filled the air. Again there was much hustle and bustle and many children in the halls and rooms, but the laughter and noise of the outside continued everywhere.

Eagerly, Ally entered one of the rooms where several groups of children were playing. The room abounded in color and sound, and the walls and shelves were decorated with many things the children had made. One group was making pretty pots out of clay. They had pictures of all sorts of pots and cups and were busily working on the different patterns. One child was having trouble making his clay work right; and one of the grownups came to help him. Ally heard the teacher say, "It doesn't have to be exactly like the picure, Bobby. There are manv ways to make pots when you know how. See if you can figure out how to make a better pot than the one in the picture."

Ally saw many things happening in the different rooms. Children were learning to do many things. Everywhere he saw busy children acquiring wisdom as they played; how clever and friendly the teachers were; and finally, how individual and flexible was this path toward wisdom.

Soon shadows began to grow in the rooms, children began to drift off homewards, and quietness settled over the playground. Ally watched the children gather up their things, say goodbye to the grownup teachers, and run outside with a yell to their friends. Ally, too, left the building and returned to the genie who was waiting precisely where Ally had left him. Once again he wondered if the genie's day had been as fascinating as his own.

"Hello, Ally" said the genie, "it really has been a long day and you must be tired. Now it is time to go home." And with a gust of wind and a great cloud, home they were.

"Ally, I have granted your first wish as best I could and you have now seen two paths toward wisdom and greatness. Go home and get some sleep after your long day; but spend tomorrow thinking very hard about your second wish. Tomorrow night we will meet again. Good Luck, Ally!"

With that the genie vanished.

PLEASE TURN OVER

INSTRUCTIONS (Read these before going on)

Ally is only a small boy and is faced with a very difficult decision. Obviously there is much to be said about each path. Can we help Ally? Suppose he could wish for only the best parts of each path to make his own path? What should he request? Let us pretend that we must decide for Ally and consider the qualities of the two paths best for him.

Here is a list of thirty pairs of path qualities. Indicate how you think Ally should choose in every case. Although you will have as much time as you need to complete the list, it is best to work quickly. Mark your answers as demonstrated in the sample question.

Sample question:

1) Ally should remember the genie was:
   A) a very good genie
   E) a very tricky genie

Mostly agree with A	Moderately agree with A	Agree ½ & ½ with both A&E	Moderately agree with E	Mostly agree with E
A	B	C	D	E

Use the A - E scale on the response sheet to mark your preference. Columns A and B refer to the first choice. Column C indicates a blend of both choices. Column D and E refer to the second choice.

For example, if you thought that Ally should remember the genie was moderately good, you would mark B for question number 1 on the response sheet.

A	B	C	D	E
	X			

However, if you thought Ally should remember he was a very, very, tricky genie you would mark E for question number 1.

A	B	C	D	E
				X

If you felt that Ally should feel that the genie was neither very good nor very tricky you would mark C.

A	B	C	D	E
		X		

Please proceed now. Respond to all thirty questions on the next six pages, marking only one space on the response sheet for each numbered item. Refer back to these instructions if you experience any difficulty.

A B C D E

Ally would do better in a classroom

__ __ __ __ __ 1) where the children:

A) are respectful of the rules of good classroom conduct, and know they should wait their turns to talk or ask questions.

E) should speak out freely, addressing friend and/or the teacher at will when the need arises.

__ __ __ __ __ 2) where everything is:

A) kept neat and orderly in the room.

E) less organized but convenient and available.

__ __ __ __ __ 3) where the activities are more:

A) informal, relaxed, and unstructured.

E) organized, structured, and planned.

Ally should be aware

__ __ __ __ __ 4) that wisdom usually:

A) comes easily with feelings of satisfaction and competence

E) is acquired through hard work and discipline

__ __ __ __ __ 5) that the greatness stemming from wisdom lies mastery of:

A) the form of knowledge - that is, how it can be used.

E) the content of knowledge - that is, its indepth acquisition.

PLEASE TURN OVER

A B C D E

Ally would best profit

___ ___ ___ ___ ___ 6) from teachers who would try to:

A) channel his energies along accepted pathways:

E) encourage him to find his own special paths.

___ ___ ___ ___ ___ 7) from teachers who believe:

A) learning is easy and children naturally want to learn

E) learning is difficult and that children often don't appreciate its value.

___ ___ ___ ___ ___ 8) in a classroom where the children are mostly:

A) attentive listeners and diligent workers who show respect for learning.

E) active participants and enthusiastic workers, aware that the value of education is what they make it.

The best teachers try

___ ___ ___ ___ ___ 9) to present material:

A) in unusual, varied ways.

E) in ways known to work.

___ ___ ___ ___ ___ 10. to evaluate children:

A) on what they know and have learned.

E) on what they do and how they do it.

A B C D E

Ally would do best to choose:

_ _ _ _ _ 11. a school that:

A) prepares him for specific roles in adult life.

E) prepares him to choose among possible roles in adulthood.

_ _ _ _ _ 12. a teacher who sees his relationship to students as:

A) a friend and older respected comrade.

E) an instructor, "question answerer" and helper.

_ _ _ _ _ 13. a school designed as:

A) a transmitter of man's achievement's carrying his past into his future.

E) a building built around the needs and experiences of the people who use it.

_ _ _ _ _ 14. a place where learning proceeds mostly:

A) independent of personal relationships with the teacher.

E) inclusive of personal relationships with the teacher.

In addition Ally needs to be aware, that

_ _ _ _ _ 15. history is the study of:

A) events, when and how they happened.

E) people's approaches to problems confronting them.

_ _ _ _ _ 16. science is:

A) the setting forth and determination of of the laws of the universe.

E) the ordering and interpreting of man's experience in ways he can understand.

PLEASE TURN OVER

A B C D E

In addition Ally needs to be aware, that (con't)

_ _ _ _ _ 17. music is primarily:

A) the sequences, arrangements, and relationships between the notes.

E) the properties, characteristics and order of the individual notes.

Ally would do better

_ _ _ _ _ 18. with teachers who try to:

A) encourage the child to experience life for himself.

E) encourage the child to engage in experiences known to be useful in adulthood.

_ _ _ _ _ 19. in classrooms:

A) that contain few distractions from learning and the work at hand.

E) where spontaneity is enhanced by interesting diversions.

_ _ _ _ _ 20. with teachers who try to put across:

A) important ideas and facts.

E) ways of dealing with facts.

When possible, school classes should be held:

_ _ _ _ _ 21. A) in-doors.

E) out-of-doors.

It is the primary task of the teacher to

_ _ _ _ _ 22. A) pass along knowledge and values of society to the students.

E) encourage the students to form new knowledge and values from available information.

A B C D E

The best teachers

_ _ _ _ _ 23. A) maintain the proper distance between themselves and their students.

E) try to interact with the children on their level.

Ally should choose a school

_ _ _ _ _ 24. where the most emphasis is placed on:

A) finding and using the facts.

E) knowing and explaining the facts.

Concerning wisdom, Ally should know that

_ _ _ _ _ 25. knowledge is:

A) inherent in the universe.

E) contrived through experience.

_ _ _ _ _ 26. the importance of learning is:

A) the preparation for work and later life.

E) the enhancement of immediate experience.

_ _ _ _ _ 27. a theory is a:

A) tentative hypothetical construct based on the ideas, hunches, and intuitions of the scientist.

E) a rigorous analytical model deduced by the scientist from direct observations, measurements, and other empirical data.

_ _ _ _ _ 28. the important thing is to:

A) find your own way to do something.

E) learn the right way to do something.

PLEASE TURN OVER

A B C D E

The wisdom Ally obtains in school should be primarily

— — — — — 29. A) his own gained from experience.

E) that of his teachers and great scholars.

The school should primarily

— — — — — 30. A) shape, channel, and direct the students' energies.

E) gratify, please, and motivate student effort.

THE END

TEACHER CONCERNS CHECKLIST

Frances F. Fuller

Research and Development Center for Teacher Education
The University of Texas at Austin

Name ______________________________

DIRECTIONS: This checklist is designed to explore what teachers are concerned about at different points in their careers. There are, of course, no right or wrong answers; each person has his or her own concerns.

We consider you to be "concerned" about a thing if you think about it frequently and would like to do something about it personally. You are not concerned about a thing simply because you believe it is important -- if it seldom crosses your mind, if you are satisfied with the current state of affairs, do not say you are concerned about it. You may be concerned about problems, but you may also be concerned about opportunities which could be realized. You may be concerned about things you are not currently dealing with, but only if you anticipate dealing with them and frequently think about them from this point of view. In short, you are concerned about it if you often think about it and would like to do something about it.

On the following pages, you will find statements about some things related to teaching. Read each statement. Then ask yourself: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?

If you are not concerned about that now, circle "1".
If you are a little concerned, circle "2".
If you are moderately concerned, circle "3".
If you are very concerned, circle "4".
And if you are extremely concerned, circle "5".

BE SURE TO ANSWER EVERY ITEM.

WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?

1 = Not concerned 5= Extremely Concerned

1. Lack of respect of some students. 1 2 3 4 5
2. Standards and regulations set for teachers. 1 2 3 4 5
3. Selecting and teaching content well. 1 2 3 4 5
4. The mandated curriculum is not appropriate for all students. 1 2 3 4 5
5. Whether students are learning what they should. 1 2 3 4 5
6. Whether the students really like me or not. 1 2 3 4 5
7. Increasing students' feelings of accomplishment. 1 2 3 4 5
8. The nature and quality of instructional materials. 1 2 3 4 5
9. Where I stand as a teacher. 1 2 3 4 5
10. Motivating students to study. 1 2 3 4 5
11. Working productively with other teachers. 1 2 3 4 5
12. Lack of instructional materials. 1 2 3 4 5
13. Rapid rate of curriculum and instructional change. 1 2 3 4 5
14. Feeling under pressure too much of the time. 1 2 3 4 5
15. The routine and inflexibility of the situation. 1 2 3 4 5
16. Becoming too personally involved with students. 1 2 3 4 5
17. Maintaining the appropriate degree of class control. 1 2 3 4 5
18. Acceptance as a friend by students. 1 2 3 4 5
19. Understanding the principal's policies. 1 2 3 4 5
20. The wide range of student achievement. 1 2 3 4 5

1 = Not Concerned 5 = Extremely Concerned

21. Doing well when a supervisor is present. 1 2 3 4 5

22. Meeting the needs of different kinds of students. 1 2 3 4 5

23. Being fair and impartial. 1 2 3 4 5

24. Diagnosing student learning problems. 1 2 3 4 5

25. Getting a favorable evaluation of my teaching. 1 2 3 4 5

26. Being asked personal questions by my students. 1 2 3 4 5

27. Too many noninstructional duties. 1 2 3 4 5

28. Insuring that students grasp subject matter fundamentals. 1 2 3 4 5

29. Working with too many students each day. 1 2 3 4 5

30. Challenging unmotivated students. 1 2 3 4 5

31. The values and attitudes of the current generation. 1 2 3 4 5

32. Adapting myself to the needs of different students. 1 2 3 4 5

33. Whether students can apply what they learn. 1 2 3 4 5

34. Understanding the philosophy of the school. 1 2 3 4 5

35. Students who disrupt class. 1 2 3 4 5

36. Instilling worthwhile concepts and values. 1 2 3 4 5

37. How students feel about me. 1 2 3 4 5

38. Student health and nutrition problems that affect learning. 1 2 3 4 5

39. The psychological climate of the school. 1 2 3 4 5

40. Clarifying the limits of my authority and responsibility. 1 2 3 4 5

41. Assessing and reporting student progress. 1 2 3 4 5

PLEASE TURN OVER

1 = Not Concerned 5 = Extremely Concerned

42. Chronic absence and dropping out of students. 1 2 3 4 5

43. Lack of academic freedom. 1 2 3 4 5

44. Teaching required content to students of varied background. 1 2 3 4 5

45. Student use of drugs. 1 2 3 4 5

46. Feeling more adequate as a teacher. 1 2 3 4 5

47. Guiding students toward intellectual and emotional growth. 1 2 3 4 5

48. Being accepted and respected by professional persons. 1 2 3 4 5

49. Adequately presenting all of the required material. 1 2 3 4 5

50. Slow progress of certain students. 1 2 3 4 5

51. My ability to present ideas to the class. 1 2 3 4 5

52. Helping students to value learning. 1 2 3 4 5

53. Whether each student is getting what he needs. 1 2 3 4 5

54. Increasing my proficiency in content. 1 2 3 4 5

55. Recognizing the social and emotional needs of students. 1 2 3 4 5

56. The wide diversity of student ethnic and socioeconomic backgrounds. 1 2 3 4 5

Please use the rest of this page for any comments. These may be about the questionnaire in general, about specific items or about any additional concerns you may have.

List of Items Loading on Each Factor
of the Teacher Concerns Checklist

Self

1. Lack of respect of some students.
6. Whether the students really like me or not.
9. Where I stand as a teacher.
16. Becoming too personally involved with students.
17. Maintaining the appropriate degree of class control.
18. Acceptance as a friend by students.
19. Understanding the principal's policies.
21. Doing well when a supervisor is present.
25. Getting a favorable evaluation of my teaching.
26. Being asked personal questions by my students.
31. The values and attitudes of the current generation.
34. Understanding the philosophy of the school.
35. Students who disrupt class.
37. How students feel about me.
40. Clarifying the limits of my authority and responsibility.
46. Feeling more adequate as a teacher.
48. Being accepted and respected by professional persons.
49. Adequately presenting all of the required material.
51. My ability to present ideas to the class.
54. Increasing my proficiency in content.

List of Items Loading on Each Factor of the Teacher Concerns Checklist, cont.

Task

2. Standards and regulations set for teachers.
12. Lack of instructional materials.
13. Rapid rate of curriculum and instructional change.
14. Feeling under pressure too much of the time.
15. The routine and inflexibility of the situation.
27. Too many noninstructional duties.
29. Working with too many students each day.

Impact

3. Selecting and teaching content well.
4. The mandated curriculum is not appropriate for all students.
5. Whether students are learning what they should.
7. Increasing students' feelings of accomplishment.
8. The nature and quality of instructional materials.
10. Motivating students to study.
11. Working productively with other teachers.
20. The wide range of student achievement.
22. Meeting the needs of different kinds of students.
23. Being fair and impartial.
24. Diagnosing student learning problems.
28. Insuring that students grasp subject matter fundamentals.
30. Challenging unmotivated students.
32. Adapting myself to the needs of different students.

List of Items Loading on Each Factor of the Teacher Concerns Checklist, cont.

Impact (cont.)

33. Whether students can apply what they learn.
36. Instilling worthwhile concepts and values.
38. Student health and nutrition problems that affect learning.
39. The psychological climate of the school.
41. Assessing and reporting student progress.
42. Chronic absence and dropping out of students.
43. Lack of academic freedom.
44. Teaching required content to students of varied background.
45. Student use of drugs.
47. Guiding students toward intellectual and emotional growth.
50. Slow progress of certain students.
52. Helping students to value learning.
53. Whether each student is getting what he needs.
55. Recognizing the social and emotional needs of students.
56. The wide diversity of students ethnic and socioeconomic backgrounds.

+++++

Sex: M F

Name/Number ____________________

Grade/Level ____________

SELF-PERCEPTION INVENTORY (T)

Form SC_T

People are different in the ways they think about themselves. We are interested in discovering what kind of teacher you believe yourself to be like at this moment. Therefore, you are requested to describe yourself, as you now are, by placing a check in one of the four spaces on the line between two words which are opposite in meaning. Each line represents how well the adjective fits your perception of your self as a teacher.

Example:

quiet	✓	:	:	:	loud
	very quiet	more quiet than loud	more loud than quiet	very loud	

Look at the words at both ends of the line before you decide where to place your checkmark. Work rapidly; give your first reaction to the items, since your first answer is likely to be the best. Please do not omit any items and mark each item only once. Remember: there are no right or wrong answers--only answers which best describe yourself as a teacher.

(1)	accepting	:	:	:		rejecting	(1)
(2)	approving	:	:	:		critical	(2)
(3)	articulate	:	:	:		inarticulate	(3)
(4)	cheerful	:	:	:		sullen	(4)
(5)	competent	:	:	:		incompetent	(5)
(6)	considerate	:	:	:		inconsiderate	(6)
(7)	consistent	:	:	:		inconsistent	(7)
(8)	cooperative	:	:	:		uncooperative	(8)
(9)	courteous	:	:	:		sarcastic	(9)
(10)	creative	:	:	:		imitative	(10)
(11)	democratic	:	:	:		autocratic	(11)
(12)	dynamic	:	:	:		passive	(12)

(13)	enthusiastic	_____ : _____ : _____ : _____	indifferent	(13)
(14)	even-tempered	_____ : _____ : _____ : _____	irritable	(14)
(15)	fair	_____ : _____ : _____ : _____	unfair	(15)
(16)	flexible	_____ : _____ : _____ : _____	rigid	(16)
(17)	friendly	_____ : _____ : _____ : _____	unfriendly	(17)
(18)	humble	_____ : _____ : _____ : _____	overbearing	(18)
(19)	industrious	_____ : _____ : _____ : _____	lazy	(19)
(20)	informed	_____ : _____ : _____ : _____	uninformed	(20)
(21)	just	_____ : _____ : _____ : _____	punitive	(21)
(22)	lenient	_____ : _____ : _____ : _____	strict	(22)
(23)	mature	_____ : _____ : _____ : _____	immature	(23)
(24)	neat	_____ : _____ : _____ : _____	untidy	(24)
(25)	optimistic	_____ : _____ : _____ : _____	pessimistic	(25)
(26)	organized	_____ : _____ : _____ : _____	unorganized	(26)
(27)	out-going	_____ : _____ : _____ : _____	withdrawn	(27)
(28)	patient	_____ : _____ : _____ : _____	impatient	(28)
(29)	pleasant	_____ : _____ : _____ : _____	unpleasant	(29)
(30)	poised	_____ : _____ : _____ : _____	awkward	(30)
(31)	respecting	_____ : _____ : _____ : _____	disparaging	(31)
(32)	self-confident	_____ : _____ : _____ : _____	insecure	(32)
(33)	sociable	_____ : _____ : _____ : _____	shy	(33)
(34)	stimulating	_____ : _____ : _____ : _____	dull	(34)
(35)	tolerant	_____ : _____ : _____ : _____	intolerant	(35)
(36)	understanding	_____ : _____ : _____ : _____	unsympathetic	(36)

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1965, 1970; revised 1975.

HUNT'S
PARAGRAPH COMPLETION

Name ______________________________

Directions

You are asked to write at least three sentences on each of the topics in this booklet. You should spend no more than three minutes writing on each topic or a total of 15 minues on all five. It might be useful to use a timer or check your watch. Please try to indicate as accurately as possible how you feel about the topic rather than how you think others feel or how you think one should feel. Begin with the first sentence stem. Write for three minutes. Turn the page and write for three minutes on the second topic, and so so. Do not go back over your work. There is no need for editing.

Thank you for your cooperation.

PLEASE TURN OVER

1. What I think about rules...

2. When I am criticized...

PLEASE TURN OVER

4. When someone disagrees with me...

5. When I am told what to do...

PLEASE TURN OVER

6. When I am not sure...

GROUP EMBEDDED FIGURES TEST

By Philip K. Oltman, Evelyn Raskin, & Herman A. Witkin

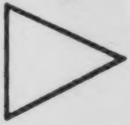
Name ______________________________ Sex ________

Today's date ______________ Birth date ______________

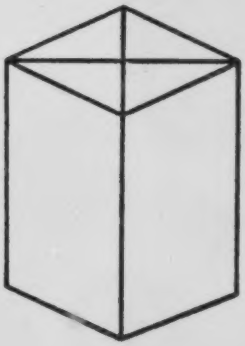
INSTRUCTIONS: This is a test of your ability to find a simple form when it is hidden within a complex pattern.

Here is a simple form which we have labeled "X":

X



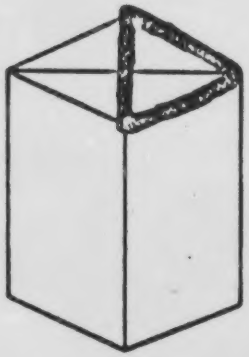
This simple form, named "X", is hidden within the more complex figure below:



Try to find the simple form in the complex figure and trace it *in pencil* directly over the lines of the complex figure. It is the SAME SIZE, in the SAME PROPORTIONS, and FACES IN THE SAME DIRECTION within the complex figure as when it appeared alone.

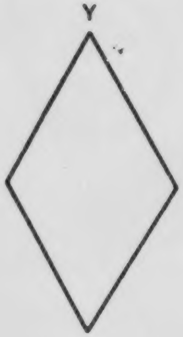
When you finish, turn the page to check your solution.

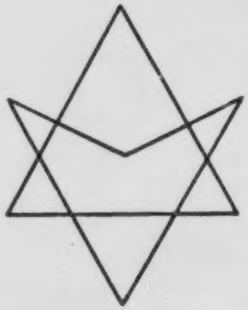
This is the correct solution, with the simple form traced over the lines of the complex figure:



Note that the top right-hand triangle is the correct one; the top left-hand triangle is similar, but faces in the opposite direction and is therefore *not* correct.

Now try another practice problem. Find and trace the simple form named "Y" in the complex figure below it:





Look at the next page to check your solution.

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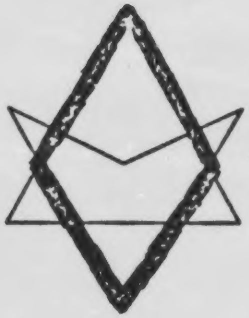
Solution:

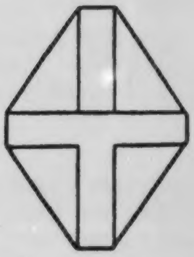


In the following pages, problems like the ones above will appear. On each page you will see a complex figure, and under it will be a letter corresponding to the simple form which is hidden in it. For each problem, look at the BACK COVER of this booklet to see which simple form to find. Then try to trace it in pencil over the lines of the complex figure. Note these points:

1. Look back at the simple forms as often as necessary.
2. ERASE ALL MISTAKES.
3. Do the problems in order. Don't skip a problem unless you are absolutely "stuck" on it.
4. Trace ONLY ONE SIMPLE FORM IN EACH PROBLEM. You may see more than one, but just trace *one* of them.
5. The simple form is always present in the complex figure in the SAME SIZE, the SAME PROPORTIONS, and FACING IN THE SAME DIRECTION as it appears on the back cover of this booklet.
6. You must time this test yourself. Time limits for each section are as follows:
   First section - 2 minutes
   Second section - 5 minutes
   Third section - 5 minutes
   Correct timing is crucial to accurate scoring. Few people finish all of any section. Please observe the limits. Your cooperation is crucial and appreciated.

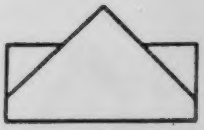
FIRST SECTION 2 minutes

1



Find Simple Form "B"

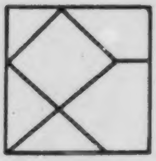
2



Find Simple Form "G"

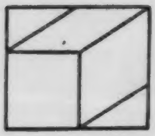
Go on to the next page

3



Find Simple Form "D"

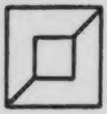
4



Find Simple Form "E"

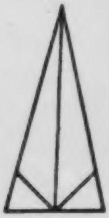
Go on to the next page

5



Find Simple Form "C"

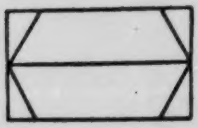
6



Find Simple Form "F"

Go on to the next page

7



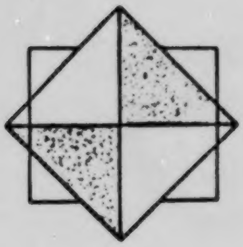
Find Simple Form "A"

~~PLEASE STOP. Wait for further instructions.~~

SECOND SECTION

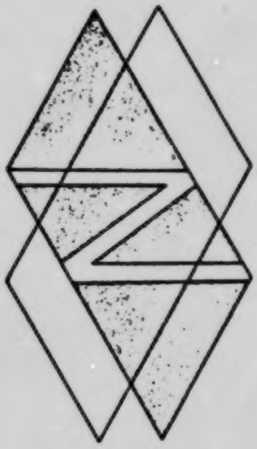
5 minutes

1



Find Simple Form "G"

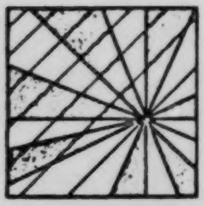
2



Find Simple Form "A"

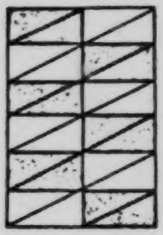
Go on to the next page

3



Find Simple Form "G"

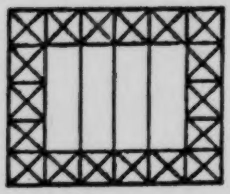
4



Find Simple Form "E"

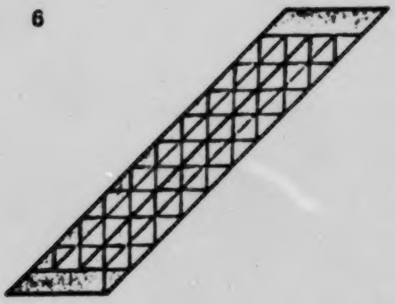
Go on to the next page

5



Find Simple Form "B"

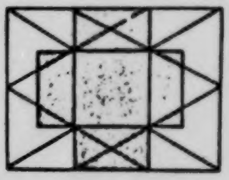
6



Find Simple Form "C"

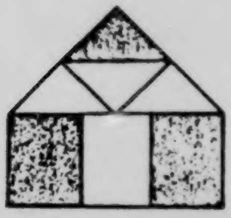
Go on to the next page

7



Find Simple Form "E"

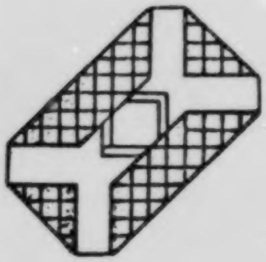
8



Find Simple Form "D"

Go on to the next page

9



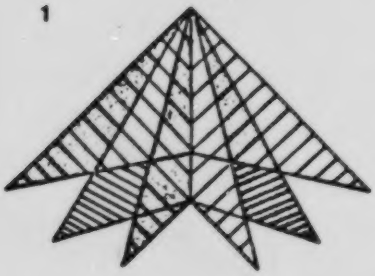
Find Simple Form "H"

~~PLEASE~~ STOP: ~~Wait for further instructions.~~

134

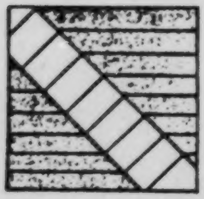
5 minutes

1



Find Simple Form "F"

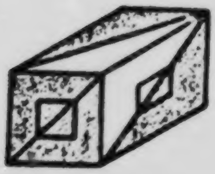
2



Find Simple Form "G"

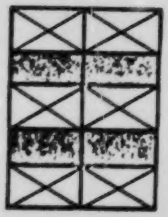
Go on to the next page

3



Find Simple Form "C"

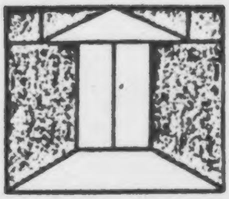
4



Find Simple Form "E"

Go on to the next page

5



Find Simple Form "B"

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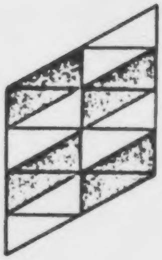

Find Simple Form "E"

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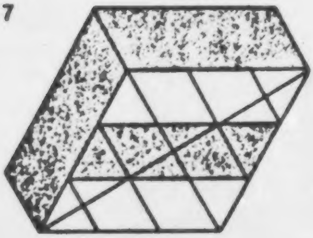
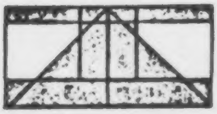
7



Find Simple Form "A"

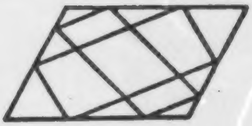
8



Find Simple Form "C"

Go on to the next page

9

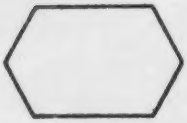


Find Simple Form "A"

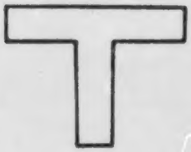
~~PLEASE STOP:~~ ~~*Wait for further instructions.*~~

SIMPLE FORMS

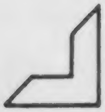
A



B



C



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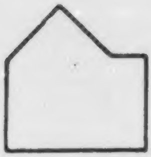
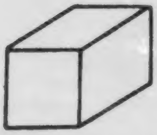
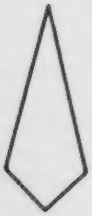


E



F



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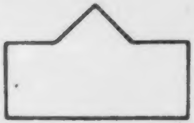

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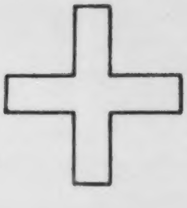

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Arthur Blumberg
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School Of Education

TEACHER WORK-LIFE INVENTORY

The items listed below represent a variety of ways that teachers might describe their life at work in a school. What you are asked to do here is to think about your job as a teacher and then, using the scale below, rate each item relative to how sharply it stands out in your mind as a descriptor of your work-life. Please circle your response on each item. The scale is:

As I think about my work-life as a teacher,
this feature of it stands out:

VS	Very sharply for me
QS	Quite sharply for me
LS	A little sharply for me
NA	Not at all

1. Tension	1.	VS	QS	LS	NA
2. Fast pace	2.	VS	QS	LS	NA
3. Colleagueship	3.	VS	QS	LS	NA
4. Being powerful	4.	VS	QS	LS	NA
5. Repetitive activity	5.	VS	QS	LS	NA
6. Formal relationships	6.	VS	QS	LS	NA
7. Loneliness	7.	VS	QS	LS	NA
8. Frustrating circumstances	8.	VS	QS	LS	NA
9. Opportunities for advancement	9.	VS	QS	LS	NA
10. Maintaining order	10.	VS	QS	LS	NA
11. Immediacy of demands	11.	VS	QS	LS	NA
12. Excitement	12.	VS	QS	LS	NA
13. Feeling supported	13.	VS	QS	LS	NA
14. Kids	14.	VS	QS	LS	NA

PLEASE TURN OVER

15. Conflict	15.	VS	QS	LS	NA
16. Sense of prestige	16.	VS	QS	LS	NA
17. Boredom	17.	VS	QS	LS	NA
18. People as superiors and subordinates	18.	VS	QS	LS	NA
19. Feelings of failure	19.	VS	QS	LS	NA
20. Busyness	20.	VS	QS	LS	NA
21. Feeling financially poor	21.	VS	QS	LS	NA
22. Feeling emotionally drained	22.	VS	QS	LS	NA
23. Being appreciated	23.	VS	QS	LS	NA
24. Dealing with problems	24.	VS	QS	LS	NA
25. Isolation from peers	25.	VS	QS	LS	NA
26. Opportunities to help	26.	VS	QS	LS	NA
27. Autonomy	27.	VS	QS	LS	NA
28. Specified procedures	28.	VS	QS	LS	NA
29. Fatigue	29.	VS	QS	LS	NA
30. Life by the clock	30.	VS	QS	LS	NA
31. Fun	31.	VS	QS	LS	NA
32. Making important decisions	32.	VS	QS	LS	NA
33. Routine	33.	VS	QS	LS	NA
34. Representing formal values	34.	VS	QS	LS	NA
35. Sense of security	35.	VS	QS	LS	NA
36. Being responsible for others	36.	VS	QS	LS	NA

List of Items Loading on Each Factor
of the Teacher Work-Life Inventory

Institutional Constraints

1. Tension
2. Fast pace
8. Frustrating circumstances
11. Immediacy of demands
15. Conflict
20. Busyness
22. Feeling emotionally drained
28. Specified procedures
29. Fatigue

Rewards

3. Colleagueship
12. Excitement
13. Feeling supported
14. Kids
23. Being appreciated
31. Fun
32. Making important decisions

School Norms

5. Repetitive activity
6. Formal relationships
9. Opportunities for advancement
10. Maintaining order

School Norms (cont.)

18. People as superiors and subordinates
26. Opportunities to help
28. Specified procedures
33. Routine
34. Representing formal values

Dissatisfaction

8. Frustrating circumstances
11. Immediacy of demands
15. Conflict
17. Boredom
18. People as superiors and subordinates
19. Feelings of failure
24. Dealing with problems
25. Isolation from peers

Executive Responsibilities

24. Dealing with problems
26. Opportunities to help
32. Making important decisions
34. Representing formal values
35. Sense of security
36. Being responsible for others

IBM 805
Test Sheet

QUICK WORD TEST: Level 2 – Form Am

Edgar F. Borgatta **Raymond J. Corsini**

Published by F. E. Peacock Publishers, Inc. Test Division

Raw Score	%ile Rank	Stanine

Norms Group ____________

Name ____________ Age ____________

Place ____________ Group ____________ Sex ____________

Date ____________ 1 ____________ 2 ____________

DIRECTIONS: Fill in the answer space for the word that means the same as the first word. If you do not know, GUESS. Work quickly—**ANSWER ALL THE QUESTIONS.**

SAMPLE: happy dull seem glad fast

1	edict	fiat	talk	root	oust
2	genre	peer	waft	sort	norm
3	trawl	boat	fish	cape	sing
4	heart	beat	draw	core	vein
5	taint	deny	spot	fill	fall
6	topic	text	wide	term	book
7	niter	soda	late	bomb	show
8	helot	rise	hail	evil	serf
9	girth	wide	band	awry	glee
10	hokum	clod	lout	bunk	dose
11	levee	raze	lift	flat	dike
12	force	cope	grit	dint	wade
13	stern	rear	glum	rage	shop
14	butte	goat	good	soft	hill
15	suave	look	prig	oily	lean
16	sully	soil	deny	brag	cart
17	thick	dull	lily	ruse	rube
18	abyss	rule	dust	urge	gulf
19	crack	high	chap	file	cake
20	eject	oust	omit	cart	rush
21	taper	leer	wick	worm	bind
22	shoot	bang	push	twig	jump
23	storm	wild	wash	road	rave
24	fatal	dire	evil	omen	wish
25	foray	food	wood	take	raid
26	queue	what	mane	line	shop
27	steed	foal	rely	lieu	bear
28	whine	pule	cell	beer	weir
29	crawl	riot	knee	skin	inch
30	swirl	tide	eddy	rise	swim
31	natty	bold	blue	flay	trim
32	shape	neat	chap	cote	tool
33	hutch	nest	coop	bold	snag
34	crisp	dare	firm	snap	code
35	elide	dash	trod	omit	skim
36	flair	lair	dare	bent	game
37	angle	fish	rage	ring	line
38	small	mean	pint	meek	safe
39	glaze	lens	look	pane	coat
40	sober	wash	side	weep	cool
41	crook	jail	lout	deal	bend
42	ember	heat	glow	coal	seem
43	facet	pain	side	turn	easy
44	usurp	grab	stop	glut	sate
45	covet	envy	rill	coat	vest
46	shaft	pole	deep	high	move
47	algid	damp	weed	cold	moss
48	parry	wear	hunt	bear	fend
49	dowry	acid	gift	wife	grin
50	awful	dire	lead	fear	vast
51	omega	done	last	salt	lens
52	barge	vast	bark	pull	abet
53	whorl	cell	bell	spin	rite
54	grove	cave	wane	wood	hole
55	snare	bark	trap	leer	sulk
56	trick	left	send	joke	ruse
57	quirt	emit	bend	whip	bale
58	debar	wood	mine	tabu	help
59	feign	sway	sham	rule	glad
60	cheat	hope	case	lung	dump
61	elate	only	lift	flew	lack
62	sward	dirk	turf	fond	hive
63	irate	rant	lift	ired	like
64	trunk	neck	body	bunk	rank
65	order	send	beat	cash	rank
66	chafe	fret	cook	hilt	dish
67	argot	gold	drug	peak	cant
68	inane	loco	pert	void	wise
69	alter	self	mind	vary	wend
70	salve	salt	ease	seek	work
71	allot	lend	mete	wear	much
72	bully	hard	haul	fine	evil
73	ardor	zeal	iron	gilt	vine
74	crown	hair	brag	hall	pate
75	flock	tame	game	coat	bevy
76	opine	tree	deem	pick	drug
77	reign	stem	fall	sway	ride
78	rough	rude	wave	hard	deep
79	vogue	good	nice	hazy	mode
80	chuck	wood	toss	bade	trim
81	taunt	lean	send	twit	scat
82	clasp	hand	sort	game	hasp
83	heady	vast	rash	shed	firm
84	valid	dead	cold	just	weak
85	flout	hurt	feel	drop	jeer
86	canon	shot	rule	bell	soon
87	smoke	fire	heat	blow	reek
88	brace	pair	rash	clop	hard
89	chump	mate	drag	dolt	bump
90	adorn	gilt	gold	gild	barb
91	avast	hoop	huge	halo	stop
92	craft	wile	rank	sell	tool
93	think	whit	pick	knew	muse
94	cheer	good	bode	lift	send
95	caper	romp	wrap	game	roll
96	harry	raid	male	join	wait
97	trust	oral	pool	hold	file
98	exude	oust	lead	rule	ooze
99	hovel	shed	tool	rare	want
100	stuff	cram	junk	hard	lout

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Expectation Scales

ST Expectations

CT Expectations

US Expectations

STUDENT TEACHING EXPECTATION SCALE

Directions: For the following aspects of your student teaching experience, please indicate the relationship between what you expected and what actually occurred during student teaching. Circle the appropriate response.

	More than I expected		The same as I expected		Less than I expected
I liked seeing my students make academic progress.	1	2	3	4	5
I liked seeing my students make social progress.	1	2	3	4	5
I liked interacting with my students.	1	2	3	4	5
I liked managing behavior problems.	1	2	3	4	5
I liked grading.	1	2	3	4	5
I liked the time spent on planning lessons.	1	2	3	4	5

	Better than I expected		As well as I expected		Not as well as I expected
I was able to present the subject matter so that the students understood.	1	2	3	4	5
I related personally to the students.	1	2	3	4	5
I was able to meet individual students' needs.	1	2	3	4	5
I was able to handle behavior problems.	1	2	3	4	5
I established myself as a teacher.	1	2	3	4	5

For the following items indicate whether the TIME you spent was more than you expected, the same as you expected or less than you expected.

	More than I expected		The same as as I expected		Less than I expected
Time spent at the school (not the university).	1	2	3	4	5
Time spent at home working on student teaching matters.	1	2	3	4	5
Time spent preparing lesson plans.	1	2	3	4	5
Time spent in classroom teaching.	1	2	3	4	5
Time spent grading students' work.	1	2	3	4	5
Time spent in routine paper work.	1	2	3	4	5
Time spent conferring with individual students.	1	2	3	4	5
Time spent in extracurricular activities with your students.	1	2	3	4	5
Time spent in contact with parents.	1	2	3	4	5
Time spent with your cooperating/master teacher.	1	2	3	4	5
Time spent with your university supervisor.	1	2	3	4	5
Time spent with other student teachers.	1	2	3	4	5

How valuable to your student teaching were the following preparatory experiences:

	Very Valuable		Somewhat Valuable		Not at all Valuable
Observations in classrooms prior to student teaching	1	2	3	4	5
Reading Methods Course	1	2	3	4	5
Math Methods Course	1	2	3	4	5
Other Methods Course (please specify) ________________	1	2	3	4	5
Educational Psychology Course	1	2	3	4	5

I plan to teach after my certification   YES   NO

COOPERATING TEACHER EXPECTATION QUESTIONNAIRE

Directions: For the following aspects of your supervising/master teaching experiences, please indicate the relationship between your expectations and the actual experience. Circle the appropriate response.

	More than I expected		The same as I expected		Less than I expected
I liked working with my student teacher.	1	2	3	4	5
The time I spent planning lessons with my student teacher was	1	2	3	4	5
The time I spent observing my student teacher was	1	2	3	4	5
The time I spent giving feedback to my student teacher was	1	2	3	4	5
The time I spent in conference with my student teacher was	1	2	3	4	5
The time I spent in contact with the university supervisor/coordinator was	1	2	3	4	5
	Better than I expected		As well as I expected		Not as well as I expected
The student teacher was prepared for student teaching.	1	2	3	4	5
The student teacher acquired a sense of the classroom routines.	1	2	3	4	5
The student teacher assumed responsibility for instruction.	1	2	3	4	5
The student teacher assumed responsibility for classroom management.	1	2	3	4	5
The student teacher got to know the pupils.	1	2	3	4	5
The student teacher assumed responsibility for grading/evaluating pupils' class work.	1	2	3	4	5
The student teacher assumed responsibility for planning.	1	2	3	4	5

For the following items indicate whether the TIME you spent was more than you expected, the same as you expected or less than you expected.

	More than I expected		The same as as I expected		Less than I expected
Time spent at the school (not the university).	1	2	3	4	5
Time spent at home working on student teaching matters.	1	2	3	4	5
Time spent preparing lesson plans.	1	2	3	4	5
Time spent in classroom teaching.	1	2	3	4	5
Time spent grading students' work.	1	2	3	4	5
Time spent in routine paper work.	1	2	3	4	5
Time spent conferring with individual students.	1	2	3	4	5
Time spent in extracurricular activities with your students.	1	2	3	4	5
Time spent in contact with parents.	1	2	3	4	5
Time spent with your cooperating/ master teacher.	1	2	3	4	5
Time spent with your university supervisor.	1	2	3	4	5
Time spent with other student teachers.	1	2	3	4	5

How valuable to your student teaching were the following preparatory experiences:

	Very Valuable		Somewhat Valuable		Not at all Valuable
Observations in classrooms prior to student teaching	1	2	3	4	5
Reading Methods Course	1	2	3	4	5
Math Methods Course	1	2	3	4	5
Other Methods Course (please specify) ________________	1	2	3	4	5
Educational Psychology Course	1	2	3	4	5

I plan to teach after my certification YES NO

	Better than I expected		As well as I expected		Not as well as I expected
The student teacher was able to handle behavior problems.	1	2	3	4	5
The student teacher was able to individualize instruction.	1	2	3	4	5
I was able to work as a colleague with the student teacher.	1	2	3	4	5
The university supervisor/coordinator provided competent supervision for the student teacher.	1	2	3	4	5

UNIVERSITY SUPERVISOR EXPECTATIONS QUESTIONNAIRE

Directions:

For the following aspects of your supervising experiences, please indicate the relationship between your expectations and the actual experience. Circle the appropriate response.

	Better than I expected		The same as I expected		Not as well as I expected	Not Applic.
In general last semester's supervising experience was	1	2	3	4	5	6
My interactions with my student teachers were	1	2	3	4	5	6
My interactions with the master/ supervising teachers were	1	2	3	4	5	6
The supervising/master teacher provided competent supervision for the student teacher.	1	2	3	4	5	6
The student teacher acquired the skills of teaching.	1	2	3	4	5	6

	More than I expected		The same as I expected		Less than I expected	Not Applic.
The time I spent observing was	1	2	3	4	5	6
The time I spent in providing feedback was	1	2	3	4	5	6
The time required by my seminars was	1	2	3	4	5	6
The time I spent in grading seminar students' work was	1	2	3	4	5	6
The time I spent with the supervising/master teacher was	1	2	3	4	5	6
The time I spent handling routine matters for the university or the schools was	1	2	3	4	5	6

Do you have any other comments about your expectations vis a vis your experience this semester?

Performance Rating Scales

ST by CT and US (II)

ST by Self (III)

CT by ST (I)

CT by US (II)

CT by Self (III)

US by ST (I)

US by CT (II)

US by Self (III)

Student Teacher Scale by both CT and US (II)

Please think about your work this semester with the student teacher. Consider each of the following statements very carefully. As far as possible make a precise judgment about the degree to which this person's behavior is similar or dissimilar to each statement. Please indicate your exact degree of agreement or disagreement.

	Strongly Agree		Neutral		Strongly Disagree	No Information
1. The student teacher was not adequately prepared for class.	1	2	3	4	5	6
2. The student teacher organized materials so they were available when needed.	1	2	3	4	5	6
3. The student teacher created an enjoyable classroom atmosphere.	1	2	3	4	5	6
4. The student teacher was not effective in managing student behavior.	1	2	3	4	5	6
5. The student teacher did not demonstrate an adequate knowledge of subject matter.	1	2	3	4	5	6
6. The student teacher did not use a variety of teaching methods and techniques.	1	2	3	4	5	6
7. The student teacher used concrete as well as visual materials.	1	2	3	4	5	6
8. The student teacher demonstrated skill in the use of creative and thought-provoking questions.	1	2	3	4	5	6
9. The student teacher paced instruction to maintain student interest.	1	2	3	4	5	6
10. The student teacher did not provide adequate feedback to pupils on their performance in the class.	1	2	3	4	5	6

		Strongly Agree		Neutral		Strongly Disagree	No Information
11.	The student teacher was not sensitive to student difficulties in learning.	1	2	3	4	5	6
12.	The student teacher takes individual differences into account when planning and carrying out instruction.	1	2	3	4	5	6
13.	The student teacher demonstrated acceptance of students from different cultural backgrounds.	1	2	3	4	5	6
14.	The student teacher did not gain the respect of the students.	1	2	3	4	5	6
15.	The student teacher commonly practiced self-evaluation for the purpose of improving his/her teaching.	1	2	3	4	5	6
16.	The student teacher initiated communication with colleagues.	1	2	3	4	5	6
17.	The student teacher did not create a learning atmosphere.	1	2	3	4	5	6
18.	The student teacher was not effective in communicating with parents.	1	2	3	4	5	6
19.	The student teacher was effective in communicating with administrators.	1	2	3	4	5	6
20.	The student teacher used methods appropriate to the objective of the lesson.	1	2	3	4	5	6
21.	The student teacher was not dependable in attendance at the school.	1	2	3	4	5	6

	Strongly Agree		Neutral		Strongly Disagree	No Information
22. The student teacher independently developed instructional materials for the classroom.	1	2	3	4	5	6
23. The student teacher is ready to begin their own teaching assignment.	1	2	3	4	5	6
24. Students were not able to learn new content and skills introduced by the student teacher.	1	2	3	4	5	6
25. The student teacher was able to motivate students toward a learning goal.	1	2	3	4	5	6
26. The student teacher ignored the specific suggestions which I offered for his/her consideration.	1	2	3	4	5	6
27. The student teacher was willing to have me observe his/her teaching frequently.	1	2	3	4	5	6
28. The student teacher was unwilling to participate in all areas of teaching.	1	2	3	4	5	6
29. The student teacher was willing to discuss problems which arose.	1	2	3	4	5	6

Student Teacher Scale by Self (III)

Consider carefully the following statements. Indicate your agreement or disagreement with each statement as accurately as possible.

		Strongly Agree		Neutral		Strongly Disagree
1.	I was not adequately prepared for class.	1	2	3	4	5
2.	I organized materials so they were available when needed.	1	2	3	4	5
3.	I created an enjoyable classroom atmosphere.	1	2	3	4	5
4.	I was not effective in managing student behavior.	1	2	3	4	5
5.	I did not demonstrate an adequate knowledge of subject matter.	1	2	3	4	5
6.	I did not use a variety of teaching methods and techniques.	1	2	3	4	5
7.	I used concrete as well as visual materials.	1	2	3	4	5
8.	I demonstrated skill in the use of creative and thought-provoking questions.	1	2	3	4	5
9.	I paced instruction to maintain student interest.	1	2	3	4	5
10.	I did not provide adequate feedback to pupils on their performance in class.	1	2	3	4	5
11.	I was not sensitive to student difficulties in learning.	1	2	3	4	5
12.	I take individual differences into account when planning and carrying out instruction.	1	2	3	4	5
13.	I demonstrated acceptance of students from different cultural backgrounds.	1	2	3	4	5
14.	I did not gain the respect of the pupils.	1	2	3	4	5

		Strongly Agree		Neutral		Strongly Disagree
15.	I commonly practice self- evaluation for the purpose of improving my teaching.	1	2	3	4	5
16.	I initiate communication with colleagues.	1	2	3	4	5
17.	I did not create a learning atmosphere.	1	2	3	4	5
18.	I was not effective in communicating with parents.	1	2	3	4	5
19.	I was effective in communicating with administrators.	1	2	3	4	5
20.	I used methods appropriate to the objective of the lesson.	1	2	3	4	5
21.	I was not dependable in attendance at school.	1	2	3	4	5
22.	I independently developed instructional materials for the classroom.	1	2	3	4	5
23.	I am ready to begin my own teaching assignment.	1	2	3	4	5
24.	Students were not able to learn new content and skills introduced by me.	1	2	3	4	5
25.	I was able to motivate students toward a learning goal.	1	2	3	4	5
26.	I ignored the specific suggestions which my supervising/master teacher offered.	1	2	3	4	5
27.	I was willing to be observed frequently.	1	2	3	4	5
28.	I was unwilling to participate in all aspects of teaching.	1	2	3	4	5
29.	I was willing to discuss problems which arose.	1	2	3	4	5

Cooperating Teacher by Student Teacher (I)

Please think about your work this semester with the master teacher/supervising teacher. Consider each of the following statements very carefully. As far as possible, make a precise judgment about the degree to which this person's behavior is similar or dissimilar to each statement. Please indicate your exact degree of agreement or disagreement.

	Strongly Agree		Neutral		Strongly Disagree	No Information
1. The master/supervising teacher and I had frequent conferences.	1	2	3	4	5	6
2. The master/supervising teacher and I had useful conferences.	1	2	3	4	5	6
3. The master/supervising teacher did not provide specific feedback on my performance.	1	2	3	4	5	6
4. The master/supervising teacher offered specific suggestions for my consideration.	1	2	3	4	5	6
5. The master/supervising teacher was supportive of my teaching efforts.	1	2	3	4	5	6
6. The master/supervising teacher did not allow enough independence for me to develop my own style of teaching.	1	2	3	4	5	6
7. The master/supervising teacher modeled or demonstrated a variety of teaching methods and techniques in his/her own teaching.	1	2	3	4	5	6
8. The master/supervising teacher did not provide encouragement to me on a personal basis.	1	2	3	4	5	6
9. The master/supervising teacher did not observe my teaching frequently enough to judge my performance adequately.	1	2	3	4	5	6
10. The master/supervising teacher encouraged me to participate in all aspects of teaching (parent conferences, administrative work, grading, teaching, etc.).	1	2	3	4	5	6

	Strongly Agree		Neutral		Strongly Disagree	No Information
11. The master/supervising teacher was not available if problems arose.	1	2	3	4	5	6

Cooperating Teacher by University Supervisor (II)

Please think about your work this semester with the master teacher/supervising teacher. Consider each of the following statements very carefully. As far as possible make a precise judgment about the degree to which this person's behavior is similar or dissimilar to each statement. Please indicate your exact degree of agreement or disagreement.

Focus on how the master/supervising teacher worked with the student teacher.

	Strongly Agree		Neutral		Strongly Disagree	No Information
1. The supervising/master teacher offered specific suggestions for my student teacher's consideration.	1	2	3	4	5	6
2. The supervising/master teacher did not allow my student teacher to develop his/her own style of teaching.	1	2	3	4	5	6
3. The supervising/master teacher modeled a variety of teaching methods and techniques in his/her own teaching.	1	2	3	4	5	6
4. The supervising/master teacher provided my student teacher with encouragement on a personal basis.	1	2	3	4	5	6
5. The supervising/master teacher observed my student teacher frequently.	1	2	3	4	5	6
6. The supervising/master teacher encouraged the student teacher to participate in all aspects of teaching (parent conferences, administrative work, grading, teaching, etc.)	1	2	3	4	5	6
7. The supervising/master teacher was available to discuss problems which arose.	1	2	3	4	5	6

	Strongly Agree		Neutral		Strongly Disagree	No Information
8. The supervising/master teacher was not supportive of the student teacher.	1	2	3	4	5	6
Focus on how the master/supervising teacher worked with you.						
9. The supervising/master teacher was available for conferences.	1	2	3	4	5	6
10. The supervising/master teacher did not contribute toward useful conferences.	1	2	3	4	5	6
11. The supervising/master teacher did not provide specific feedback on my performance as a university supervisor/coordinator.	1	2	3	4	5	6
12. The supervising/master teacher offered specific suggestions for my consideration.	1	2	3	4	5	6
13. The supervising/master teacher provided me with encouragement for my work with the student teacher.	1	2	3	4	5	6
14. The supervising/master teacher resisted my efforts at directing the student teacher's classroom experience.	1	2	3	4	5	6

Cooperating Teacher by Self (III)

Consider the following statements carefully. Indicate your agreement or disagreement with each statement as accurately as possible.

	Strongly Agree		Neutral		Strongly Disagree
1. I had frequent conferences with the student teacher.	1	2	3	4	5
2. I had useful conferences with the student teacher.	1	2	3	4	5
3. I provided specific feedback to the student teacher on his/her performance.	1	2	3	4	5
4. I offered specific suggestions to the student teacher for his/her consideration.	1	2	3	4	5
5. I was supportive of the student teacher's teaching efforts.	1	2	3	4	5
6. I allowed enough independence for the student teacher to develop his/her own style of teaching.	1	2	3	4	5
7. I modeled or demonstrated a variety of teaching methods and techniques in my own teaching.	1	2	3	4	5
8. I provided encouragement to the student teacher on a personal basis.	1	2	3	4	5
9. I observed the student teacher frequently enough to judge his/her performance adequately.	1	2	3	4	5
10. I encouraged the student teacher to participate in all aspects of teaching (parent conferences, administrative work, grading, teaching, etc.)	1	2	3	4	5
11. I was available if problems arose.	1	2	3	4	5
12. I provided specific feedback to the university supervisor/coordinator on his/her performance.	1	2	3	4	5

	Strongly Agree		Neutral		Strongly Disagree
13. I offered specific suggestions regarding the student teacher to the university supervisor/coordinator for his/her consideration.	1	2	3	4	5
14. I was supportive of the university supervisor/coordinator.	1	2	3	4	5

University Supervisor by Student Teacher (I)

Please think about your work this semester with the university supervisor/coordinator. Consider each of the following statements very carefully. As far as possible, make a precise judgment about the degree to which this person's behavior is similar or dissimilar to each statement. Please indicate your exact degree of agreement or disagreement.

	Strongly Agree		Neutral		Strongly Disagree	No Information
1. The university supervisor/coordinator and I did have frequent conferences.	1	2	3	4	5	6
2. The university supervisor/coordinator and I had useful conferences.	1	2	3	4	5	6
3. The university supervisor/coordinator did not provide specific feedback on my performance.	1	2	3	4	5	6
4. The university supervisor/coordinator offered specific suggestions for my consideration.	1	2	3	4	5	6
5. The university supervisor/coordinator was supportive of my teaching efforts.	1	2	3	4	5	6
6. The university supervisor/coordinator did not allow enough independence for me to develop my own style of teaching.	1	2	3	4	5	6
7. The university supervisor/coordinator modeled or demonstrated a variety of teaching methods and techniques in his/her own teaching.	1	2	3	4	5	6
8. The university supervisor/coordinator did not provide encouragement to me on a personal basis.	1	2	3	4	5	6
9. The university supervisor/coordinator did not observe my teaching frequently enough to judge my performance adequately.	1	2	3	4	5	6

		Strongly Agree		Neutral		Strongly Disagree	No Informatio
10.	The university supervisor/ coordinator encouraged me to participate in all aspects of teaching (parent conferences, administrative work, grading, teaching, etc.).	1	2	3	4	5	6
11.	The university supervisor/ coordinator was not available if problems arose.	1	2	3	4	5	6

University Supervisor by Cooperating Teacher (II)

Please think about your work this semester with the university supervisor/coordinator. Consider each of the following statements very carefully. As far as possible, make a precise judgment about the degree to which this person's behavior is similar or dissimilar to each statement. Please indicate your exact degree of agreement or disagreement.

Focus on how the university supervisor/coordinator worked with the student teacher.

	Strongly Agree		Neutral		Strongly Disagree	No Information
1. The university supervisor/coordinator offered specific suggestions for student teacher's consideration.	1	2	3	4	5	6
2. The university supervisor/coordinator did not allow my student teacher enough freedom to develop his/her own style of teaching.	1	2	3	4	5	6
3. The university supervisor/coordinator modeled a variety of teaching methods and techniques in his/her own teaching.	1	2	3	4	5	6
4. The university supervisor/coordinator provided my student teacher encouragement on a personal basis.	1	2	3	4	5	6
5. The university supervisor/coordinator did observe my student teacher frequently.	1	2	3	4	5	6
6. The university supervisor/coordinator encouraged my student teacher to participate in all aspects of teaching (parent conferences, administrative work, grading, teaching, etc.).	1	2	3	4	5	6

	Strongly Agree		Neutral		Strongly Disagree	No Information
7. The university/supervisor was available if problems arose.	1	2	3	4	5	6
8. The university supervisor/coordinator was not supportive of the student teacher.	1	2	3	4	5	6

Focus on how the university supervisor/coordinator worked with you.

	Strongly Agree		Neutral		Strongly Disagree	No Information
9. The university supervisor/coordinator was available for conferences.	1	2	3	4	5	6
10. The university supervisor/coordinator did not contribute toward useful conferences.	1	2	3	4	5	6
11. The university supervisor/coordinator provided specific feedback on my performance as a cooperating teacher.	1	2	3	4	5	6
12. The university supervisor/coordinator offered specific suggestions for my consideration.	1	2	3	4	5	6
13. The university supervisor/coordinator provided me with encouragement for my work with the student teacher.	1	2	3	4	5	6
14. The university supervisor/coordinator resisted my efforts at directing the student teacher.	1	2	3	4	5	6

University Supervisor by Self (III)

Consider the following statements carefully. Indicate your agreement or disagreement with each statement as accurately as possible.

		Strongly Agree		Neutral		Strongly Disagre
1.	I had frequent conferences with the student teacher.	1	2	3	4	5
2.	I had useful conferences with the student teacher.	1	2	3	4	5
3.	I provided specific feedback to the student teacher on her/his performance.	1	2	3	4	5
4.	I offered specific suggestions to the student teacher for his/her consideration.	1	2	3	4	5
5.	I was supportive of the student teacher's teaching efforts.	1	2	3	4	5
6.	I allowed enough independence for the student teacher to develop her/his own style of teaching.	1	2	3	4	5
7.	I modeled or demonstrated a variety of teaching methods and techniques in my own teaching.	1	2	3	4	5
8.	I provided encouragement to the student teacher on a personal basis.	1	2	3	4	5
9.	I observed the student teacher frequently enough to judge her/his performance adequately.	1	2	3	4	5
10.	I encouraged the student teacher to participate in all aspects of teaching (parent conferences, administrative work, grading, teaching, etc.)	1	2	3	4	5
11.	I was available if problems arose.	1	2	3	4	5
12.	I provided specific feedback to the master/supervising teacher on his/her performance.	1	2	3	4	5

	Strongly Agree		Neutral		Strongl Disagre
13. I offered specific suggestions regarding the student teacher to the supervising/master teacher for his/her consideration.	1	2	3	4	5
14. I was supportive of the supervising/ master teacher.	1	2	3	4	5

Student Teaching Satisfaction Scale

Consider each of the following statements carefully. Please indicate, as far as possible, the degree to which you agree or disagree with each statement.

	Strongly Agree		Neutral		Strongly Disagree
1. I believe I spent enough time teaching the class to be able to assume a full-time teaching position.	1	2	3	4	5
2. Feedback on my performance was adequate.	1	2	3	4	5
3. I had sufficient opportunity to practice the teaching or management strategies of greatest concern to me as a future teacher.	1	2	3	4	5
4. I was observed frequently enough by my cooperating/master teacher for her/him to judge fairly my performance.	1	2	3	4	5
5. My cooperating teacher helped to make my student teaching a worthwhile learning experience.	1	2	3	4	5
6. My cooperating teacher gave me clear, useful feedback for improving my performance.	1	2	3	4	5
7. My university supervisor observed me frequently enough for her/him to judge my performance adequately.	1	2	3	4	5
8. My university supervisor helped to make my student teaching a worthwhile learning experience.	1	2	3	4	5
9. I believe I was successful in teaching new ideas and skills to students.	1	2	3	4	5
10. I had sufficient opportunity to interact with other school personnel.	1	2	3	4	5
11. I had the opportunity to conference or to work with parents.	1	2	3	4	5

		Strongly Agree		Neutral		Strongly Disagree
12.	The students responded favorably to my teaching.	1	2	3	4	5
13.	I had the opportunity to manage the administrative details of the classroom.	1	2	3	4	5
14.	I believe I gained a good perspective of what a career in teaching is all about.	1	2	3	4	5
15.	I learned how to effectively implement different teaching and management strategies.	1	2	3	4	5
16.	I learned how to have successful conferences with parents.	1	2	3	4	5
17.	I had access to all necessary materials for instructing my class.	1	2	3	4	5
18.	I learned how to manage efficiently the administrative work of the classroom.	1	2	3	4	5
19.	My cooperating teacher was an invaluable resource person in helping me to teach this class.	1	2	3	4	5
20.	I enjoyed being in the classroom.	1	2	3	4	5
21.	I feel my student teaching experience was valuable.	1	2	3	4	5
22.	I feel so confident of my teaching skills that I am ready to take a class of my own.	1	2	3	4	5

Appendix B: Tables

Table 1. Design of Student Teaching Study

Table 2. Intercorrelations of Constructs Measured in Student Teaching Study

Table 3. Means, Standard Deviations, and Ranges of Performance Rating Scales

Table 4. Intercorrelation Triangles of Performance Rating Scales by Triad Role

Table 5. Means and Standard Deviations of Personality, Attitude, Cognitive, and Professional Measures by Site, Sample, and Participant Type

Table 6. Expectations and Satisfaction of Student Teaching

Table 7. Means and Standard Deviations of Student Teacher, Cooperating Teacher, University Supervisor Expectation Scales, and Student Teacher Satisfaction Scale by Site and Sample

Table 8. Means and Standard Deviations of Performance Ratings

Table 9. Means and Standard Deviations of the Repeated Measures of Empathy and Locus of Control by Participant Type

Table 10. Means and Standard Deviations of the Repeated Measures of Flexibility and Educational Preference by Participant Type

Table 11. Means and Standard Deviations of the Repeated Measures of Teacher Concerns Checklist Self and Task Factors by Participant Type

Table 12. Means and Standard Deviations of the Repeated Measures of Teacher Concerns Checklist Impact Factor and Self-Esteem by Participant Type

Table 13. Correlations of Entry Characteristics with Expectations, Satisfaction and Performance Ratings - Student Teachers

Table 14. Correlations of Residual Scores with Expectations, Satisfaction and Performance Ratings - Student Teachers

Table 15. Correlations of Entry Characteristics with Expectations and Performance Ratings - Cooperating Teachers

Appendix B: Tables (continued)

Table 16. Correlations of Residual Scores with Expectations and Performance Ratings - Cooperating Teachers

Table 17. Correlations of Entry Characterisitcs with Expectations and Performance Ratings - University Supervisors

Table 18. Correlations of Residual Scores with Expectations and Performance Ratings - University Supervisors

Table 1

Design of Student Teaching Study

Participant Type	State University		Metropolitan University	
	Intensive	General	Intensive	General
Student Teachers	10	34	10	39
Cooperating Teachers	10	33	10	35
University Supervisors	5	8	4	0

Table 2. Intercorrelations of Constructs Measured in Student Teaching Study

	Empathy	Locus of Control	Flexibility	Educational Preference	Self	Task	Impact	Self-Esteem
Empathy	1.00							
Locus of Control	.2450**	1.00						
Flexibility	.3855**	.3059**	1.00					
Educational Preference	.1231*	.1627*	.2738**	1.00				
Self	.0199	-.1941**	-.0900	-.1002	1.00			
Task	.0334	-.2071**	-.0867	-.0874	.5325**	1.00		
Impact	.1822**	-.0245	.1027	-.0358	.7198**	.5394**	1.00	
Self-Esteem	.4437**	.1636*	.3474**	.0525	.1888**	.1014	.2988**	1.00
Conceptual Level	.0789	.1349*	.1913**	.2354**	-.1931**	-.0292	-.1299*	.0901
Cognitive Style	.1142	.1485*	.0934	.0717	-.0249	.0460	.0308	.0217
Institutional Constraints	-.0419	-.1601*	-.0935	-.0095	.1332*	.4044**	.1015	-.0945
Rewards	.1394*	-.0077	.1579*	.0854	.1160	.0140	.2581**	.0892
School Norms	.0069	-.2774**	-.1016	-.1555*	.5081**	.4645**	.3886**	.1410*
Dissatisfaction	-.1433*	-.1905**	-.1662*	-.0351	.3367**	.4201**	.2025**	-.0680
Executive Responsibilities	.1058	-.0613	.1209	.0862	.1960**	.0691	.2889**	.2211**
Vocabulary	.0782	.1143	.1511*	.0952	-.4395**	.0182	-.1779**	.0257

Note.
If one or both scores for a given correlation were missing from a subject, the subject was dropped from that computation. Thus, the n ranged from 179 to 197, depending on the incidence of missing data.

* $p < .05$

** $p < .01$

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Table 2. Intercorrelations of Constructs Measured in Student Teaching Study (cont.)

	Conceptual Level	Cognitive Style	Institutional Constraints	Rewards	School Norms	Dissatisfaction	Executive Responsibility	Vocabulary
Empathy								
Locus of Control								
Flexibility								
Educational Preference								
Self								
Task								
Impact								
Self-Esteem								
Conceptual Level	1.00							
Cognitive Style	.1010	1.00						
Institutional Constraints	-.1002	-.0568	1.00					
Rewards	.1134	.0321	-.0106	1.00				
School Norms	-.1847**	-.1507*	.4388**	.0986	1.00			
Dissatisfaction	-.0939	-.0739	.7205**	.0045	.6037**	1.00		
Executive Responsibilities	-.0223	-.0834	.2529**	.4796**	.4228**	.3341**	1.00	
Vocabulary	.2345**	.2654**	.0622	-.0683	-.3483**	-.0450	-.1027	1.00

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Table 3

Means, Standard Deviations, and Ranges of Performance Rating Scales

	Mean		Standard Deviation		Range		N[a]	
	MU	SU	MU	SU	MU	SU	MU	SU
ST by Self	4.30	4.42	.43	.36	3.10-4.86	3.17-5.00	43	43
ST by CT	3.96	4.03	.66	.72	1.92-4.76	1.96-4.72	43	38
ST by US	4.54	4.00	.20	.67	4.15-4.69	2.41-4.73	7	26
CT by Self	4.68	4.51	.35	.34	3.93-5.00	3.86-5.00	44	42
CT by ST	4.29	4.15	.73	.97	2.36-5.00	1.64-5.00	40	37
CT by US	4.76	3.94	.27	.87	4.31-5.00	1.57-5.00	9	22
US by Self	4.64	4.49	.32	.27	4.29-5.00	3.93-4.86	4	13
US by ST	3.90	4.05	.55	.55	3.22-4.44	2.99-5.00	4	13
US by CT	4.31	4.19	.35	.48	3.99-4.62	3.12-4.75	4	12

[a] There were 198 participants in the study, including four US's from MU and 13 US's from SU. Because US's at both sites were assigned to more than one triad, they rated only a subset of their triads, usually from the intensive sample. Discrepancies in N, then, reflect variation in N of US's and/or missing data.

Table 4

Intercorrelation Triangles of Performance Rating Scales by Triad Role

ST Ratings

	ST by Self	ST by CT	ST by US
ST by Self	1.00		
ST by CT	.45**	1.00	
ST by US	.35**	.31*	1.00

CT Ratings

	CT by Self	CT by ST	CT by US
CT by Self	1.00		
CT by ST	.07	1.00	
CT by US	.26	.45*	1.00

US Ratings

	US by Self	US by ST	US by CT
US by Self	1.00		
US by ST	.24	1.00	
US by CT	.30	.64**	1.00

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* $p < .05$

** $p < .01$

Table 5. Means and Standard Deviations of Personality, Attitude, Cognitive, and Professional Measures by Site, Sample, and Participant Type

	Possible Range	SU $\bar{X}$	SU s.d.	MU $\bar{X}$	MU s.d.	Intensive Sample $\bar{X}$	Intensive Sample s.d.	General Sample $\bar{X}$
Empathy	23-138	117.75	28.50	114.84	35.81	121.65	20.31	114.55
Locus of Control	11-44	32.07	9.17	30.20	10.92	32.96	7.96	30.55
Flexibility	17-102	69.17	18.65	66.45	22.37	74.80	9.59	65.54
Educational Preference Scale	30-150	95.45	28.59	87.16	30.94	100.51	10.65	88.34
Teacher Concerns Checklist								
Self	20-100	59.35	14.66	59.39	16.31	57.08	14.29	60.12
Task	7-35	18.87	6.11	19.01	7.79	19.50	4.45	18.75
Impact	29-145	103.69	27.63	97.57	37.77	106.42	19.37	98.77
Self-Esteem	36-144	112.58	36.47	105.96	46.17	113.85	35.39	107.81
Conceptual Level	0-7	1.52	.38	1.44	.31	1.56	.35	1.46
Cognitive Style	0-18	12.58	4.02	12.63	4.28	12.76	3.82	12.55
Teacher Work-Life Inventory								
Institutional Constraints	9-36	23.94	4.76	24.19	5.31	23.77	4.90	24.16
Rewards	7-28	21.24	3.40	20.96	3.62	21.63	2.50	20.92
School Norms	9-36	18.37	4.02	19.04	3.81	18.00	3.78	18.94
Dissatisfaction	8-32	17.56	3.66	17.98	4.14	16.75	3.27	18.11
Executive Responsibilities	6-24	18.33	2.62	17.60	2.88	17.94	2.75	17.99
Vocabulary	0-100	57.00	17.61	58.28	18.46	61.88	17.11	56.23

Table 5. Means and Standard Deviations of Personality, Attitude, Cognitive, and Professional Measures by Site, Sample, and Participant Type (cont.)

	General Sample s.d.	Student Teacher $\bar{X}$	Student Teacher s.d.	Cooperating Teacher $\bar{X}$	Cooperating Teacher s.d.	University Supervisor $\bar{X}$	University Supervisor s.d.
Empathy	35.25	114.18	36.37	116.74	30.44	125.67	9.33
Locus of Control	10.65	30.33	11.39	31.62	8.76	33.16	8.98
Flexibility	22.63	66.59	22.81	67.47	19.61	76.43	6.32
Educational Preference Scale	33.52	88.94	32.76	92.30	27.08	99.61	28.40
Teacher Concerns Checklist							
Self	15.80	65.12	14.80	54.78	14.63	51.69	12.21
Task	7.63	17.81	7.46	20.14	6.66	18.90	4.80
Impact	36.36	99.98	37.26	100.31	31.15	106.24	13.79
Self-Esteem	43.43	110.27	41.45	105.67	45.08	122.82	9.31
Conceptual Level	.35	1.43	.30	1.47	.34	1.82	.41
Cognitive Style	4.25	12.35	4.12	12.95	4.25	12.12	3.60
Teacher Work-Life Inventory							
Institutional Constraints	5.08	23.31	5.17	25.02	4.51	23.06	6.08
Rewards	3.78	21.38	3.78	20.86	3.35	20.88	2.80
School Norms	3.95	19.78	3.86	17.93	3.70	17.00	3.97
Dissatisfaction	4.04	18.08	4.13	17.57	3.96	17.12	3.76
Executive Responsibilities	2.78	18.18	2.91	17.80	2.73	17.77	2.22
Vocabulary	18.13	46.98	13.34	66.21	16.35	70.94	16.10

Table 6

Expectations and Satisfaction of Student Teaching

Instruments	Scale Characteristics				
	Means	Standard Deviation	Possible Range of Scores	Mid Point	N
Expectations					
Student Teacher					
Orientation	15.45	3.84	6-30	18	84
Competence	10.43	3.72	5-25	15	84
Time	31.87	6.42	12-60	36	84
Cooperating Teacher	50.89	11.61	17-85	51	85
University Supervisor	3.15	.78	1-5	3	17
Satisfaction					
Student Teacher	90.72	12.01	22-110		88

Table 7

Means and Standard Deviations of Student Teacher, Cooperating Teacher, University Supervisor Expectation Scales, and Student Teacher Satisfaction Scale by Site and Sample

	Possible Range	SU $\bar{X}$	SU s.d.	MU $\bar{X}$	MU s.d.	Intensive Sample $\bar{X}$	Intensive Sample s.d.	General Sample $\bar{X}$	General Sample s.d.
Student Teacher Expectations									
Orientation	6-30	15.40	3.92	15.51	3.79	17.11	2.97	15.00	3.94
Competence	5-25	10.05	3.59	10.83	3.85	12.06	3.12	9.99	3.77
Time	12-60	31.07	4.71	32.71	2.80	32.33	4.69	31.74	6.84
Prior Courses	1-5	2.60	.73	2.21	.91	2.41	.71	2.41	.87
Cooperating Teacher Expectations	17-85	52.15	12.12	49.73	11.14	51.15	12.01	50.82	11.58
University Supervisor Expectations	1-5	3.21	.88	3.00	.22	3.10	.67	3.22	.92
Student Teacher Satisfaction	22-110	91.67	11.06	89.80	12.92	88.65	10.91	91.32	12.34

Table 8

Means and Standard Deviations of Performance Ratings

	Possible Range	SU $\bar{X}$	SU s.d.	MU $\bar{X}$	MU s.d.	Intensive Sample $\bar{X}$	Intensive Sample s.d.	General Sample $\bar{X}$	General Sample s.d.
CTs as rated by STs	1-5	4.15	.97	4.29	.73	4.29	.91	4.20	.84
CTs as rated by USs	1-5	3.94	.87	4.76	.27	4.54	.47	3.61	.99
STs as rated by CTs	1-5	4.03	.72	3.96	.66	4.00	.68	3.99	.69
STs as rated by USs	1-5	4.00	.67	4.54	.20	4.23	.53	4.00	.73
USs as rated by STs	1-5	4.04	.55	3.90	.55	3.84	.38	4.20	.64
USs as rated by CTs	1-5	4.19	.48	4.31	.85	4.26	.39	4.20	.53

Table 9

Means and Standard Deviations of the Repeated Measures of Empathy and Locus of Control by Participant Type

Construct	Administrations					
	Beginning-of-Semester		Mid-Semester		End-of-Semester	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Empathy						
University Supervisor	125.24	8.91	126.00	10.33	125.77	13.37
Cooperating Teacher	124.09	11.30	123.49	12.82	124.00	12.10
Student Teacher	124.72	11.10	124.08	11.38	125.17	10.81
Locus of Control						
University Supervisor	34.24	3.88	35.65	3.24	36.25	3.99
Cooperating Teacher	33.49	4.09	33.56	4.58	34.00	4.99
Student Teacher	34.09	4.31	34.26	5.03	33.68	5.68

Table 10

Means and Standard Deviations of the Repeated Measures of Flexibility and Educational Preference by Participant Type

Construct	Administrations					
	Beginning-of-Semester		Mid-Semester		End-of-Semester	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Flexibility						
University Supervisor	76.47	9.49	75.65	9.16	77.18	4.92
Cooperating Teacher	70.55	10.31	71.90	11.79	72.65	12.29
Student Teacher	71.45	11.10	73.66	11.36	73.58	12.05
Educational Preference						
University Supervisor	106.56	14.36	103.71	14.03	105.24	16.78
Cooperating Teacher	100.99	11.30	98.57	10.66	97.78	12.25
Student Teacher	100.98	13.03	99.03	12.49	98.41	12.44

Table 11

Means and Standard Deviations of the Repeated Measures of Teacher Concerns Checklist Self and Task Factors by Participant Type

Construct	Administrations					
	Beginning-of-Semester		Mid-Semester		End-of-Semester	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
TCC Self						
University Supervisor	51.06	12.63	55.29	14.50	48.71	12.42
Cooperating Teacher	56.17	15.68	56.71	14.87	54.61	15.15
Student Teacher	70.24	12.67	67.60	13.05	66.19	15.30
TCC Task						
University Supervisor	18.88	6.22	19.47	6.20	18.35	4.14
Cooperating Teacher	21.34	5.26	21.65	4.75	20.93	5.55
Student Teacher	19.82	5.62	19.87	5.51	19.94	5.72

Table 12

Means and Standard Deviations of the Repeated Measures of Teacher Concerns Checklist Impact Factor and Self-Esteem by Participant Type

Construct	Administrations					
	Beginning-of-Semester		Mid-Semester		End-of-Semester	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
TCC Impact						
University Supervisor	108.71	15.12	108.88	14.90	101.12	17.30
Cooperating Teacher	107.17	21.65	107.44	19.57	104.64	21.23
Student Teacher	113.26	20.64	109.95	20.47	110.01	22.31
Self-Esteem						
University Supervisor	121.82	11.56	122.41	9.57	124.24	10.12
Cooperating Teacher	124.36	10.35	123.96	11.24	123.98	10.27
Student Teacher	123.26	10.48	125.27	9.94	126.43	9.22

Table 13

Correlations of Entry Characteristics with Expectations, Satisfaction and Performance Ratings - Student Teachers

Entry Scores	Outcome Measures						
	Expectations			Satisfaction	Performance Ratings		
	Orientation	Competence	Time		Self	Cooperating Teacher	University Supervisor
Vocabulary						.27**	
Empathy		-.26**	-.28**	.25**	.48**	.19*	.34*
Locus of control							
Flexibility			-.26**		.22*		
Educational philosophy							.31*
Self concerns	-.36**	-.21*					
Task concerns	-.24**						
Impact concerns	-.38**	-.26**		.19*			
Self-esteem		-.24**	-.26**		.41**		.29*
Conceptual level		.20*		-.21*			

*p < .05
**p < .01

Table 14

Correlations of Residual Scores with Expectations, Satisfaction and Performance Ratings - Student Teachers

Residual Gain Scores	Outcome Measures						
	Expectations			Satisfaction	Performance Ratings		
	Orientation	Competence	Time		Self	Cooperating Teacher	University Supervisor
Self concerns	-.17*						
Task concerns							
Impact concerns	-.20*						
Flexibility				.21*		.22*	
Locus of control	.24**						
Empathy					.24**	.24**	
Self-esteem	-.23*			.20*	.28**		
Educational philosophy							
Conceptual level	-.26**	-.25**			.20*	.21*	

*p < .05
**p < .01

Table 15

Correlations of Entry Characteristics with Expectations and Performance Ratings - Cooperating Teachers

Entry Scores	Outcome Measures			
	Expectations	Performance Ratings		
		Self	Student Teachers	University Supervisors
Vocabulary				
Empathy		.24**		
Locus of control				
Flexibility				
Educational philosophy				
Self concerns		.20*		
Task concerns		.18*		-.33*
Impact concerns		.32**		
Self-esteem		.19*		
Conceptual level				

*p < .05
**p < .01

Table 16

Correlations of Residual Scores with Expectations and Performance Ratings - Cooperating Teachers

Residual Gain Scores	Outcome Measures			
	Expectations	Performance Ratings		
		Self	Student Teachers	University Supervisors
Self concerns				
Task concerns				-.38**
Impact concerns				
Flexibility			-.19*	
Locus of control				
Empathy		.27**		
Self-esteem		.31**		
Educational philosophy		-.17*	-.25**	
Conceptual level				

*p < .05

**p < .01

Table 17

Correlations of Entry Characteristics with Expectations and Performance Ratings - University Supervisors

Entry Scores	Outcome Measures			
	Expectations	Performance Ratings		
		Self	Cooperating Teachers	Student Teachers
Vocabulary				
Empathy			.54**	
Locus of Control	-.40*			.40*
Flexibility				
Educational philosophy	-.47*	-.64**		
Self concerns			.45*	
Task concerns				
Impact concerns			.50*	
Self-esteem			.50*	
Conceptual level				

*p < .05
**p < .01

Table 18

Correlations of Residual Scores with Expectations and Performance Ratings - University Supervisors

Residual Gain Scores	Outcome Measures			
	Expectations	Performance Ratings		
		Self	Cooperating Teachers	Student Teachers
Self concerns	-.74**			
Task concerns				
Impact Concerns		.45*		
Flexibility			.43*	
Locus of control	.48*			.47*
Empathy				
Self-esteem				
Educational philosophy				
Conceptual level		-.60**		

*p < .05

**p < .01